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ABSTRACT

This biennial report highlights the major programs and activities organized, supported, and implemented by the United Nations Educational, Scientific and Cultural Organization (UNESCO) Asian and Pacific Regional Bureau for Education, based in Bangkok, Thailand, in the fields of education, science, social and human sciences, culture, and communications covering the period 2000-2001. The education program is made up of the Asia and Pacific Programme of Educational Innovation for Development (APEID), the Asia and Pacific Programme of Education for All (APPEAL), and the Planning and Sector Analysis (PSA). The Social and Human Sciences (SHS) program is designed to foster the development and promotion of social policies that uphold peace, human rights, democratic governance, and tolerance. The culture mandate revolves around promoting cultural creativity and safeguarding the world's heritage. The Communication and Information (CI) program has the task of promoting the free flow of ideas and universal access to information. The report is divided into three parts: (1) "Introduction"; (2) "Major Achievements by Programme" (Education; Social and Human Sciences; Culture; Communication and Information); and (3) "Support Services." (BT)

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UNESCO Asia and Pacific Regional Bureau for Education

ANNUAL REPORT 2000-2001

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Regional Bureau for Education

ANNUAL REPORT 2000-2001

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I. INTRODUCTION

This biennial report highlights the major programmes and activities organised, supported and implemented by the UNESCO Asia and Pacific Regional Bureau for Education based in Bangkok, Thailand, in the fields of education, science, social and human sciences, culture and communications covering the period 2000-2001.

The Education programme is made up of the Asia and Pacific Programme of Educational Innovation for Development (APEID), the Asia and Pacific Programme of Education for All (APPEAL), and the Planning and Sector Analysis (PSA). The Social and Human Sciences programme (SHS) is designed to foster the development and promotion of social policies that uphold peace, human rights, democratic governance, and tolerance. The Culture mandate revolves around promoting cultural creativity and safeguarding the world's heritage. The Communication and Information (CI) programme has the task of promoting the free flow of ideas and the universal access to information.

The major programmes of UNESCO Bangkok are supported with services provided by Information Programmes and Services, Public Information, Publications and Printing, and Administrative and Finance Units.

It is the Bureau's hope that this report, through its wide ranging and yet concise overview, will contribute to a better appreciation and understanding of the nature and scope of UNESCO's work in the Asia and Pacific region.

II. Major Achievements by Programme

As defined in the approved UNESCO Programme for 2000-2001, the strategies for the Asia Pacific region were implemented mainly through the field offices as well as through their regional and sub-regional programmes and network (APEID, APPEAL, APNIEVE, UNEVOC, and UNITWIN).
The major programme sectors of the UNESCO Asia and Pacific Regional Bureau for Education consist of Education, Social and Human Sciences, Culture, and Communication Information. They are supported with services provided by various units, including Information Programme Services, Public Information, Publications and Printing, and Administration.

Education

The education sector is made up of APEID (Asia and Pacific Programme of Educational Innovation for Development), APPEAL (Asia and Pacific Programme of Education for All), and PSA (Planning and Sector Analysis).

APEID — Asia and Pacific Programme of Educational Innovation for Development

APEID's mandate focuses on strengthening Member States' capacity for creating and using educational innovations for sustainable socio-economic and human development.

Its strategy is five-fold: (1) focusing on development-oriented educational innovations in post-primary education; (2) facilitating policy dialogue and sharing of innovative practices; (3) building capacity through joint research, materials development and training; (4) harnessing the potential of information technology for innovation and reform; and (5) revitalising APEID's various networks, including Associated Centres, APNIEVE and UNESCO Chair programmes.

While implementing regular extra-budgetary programme activities in related areas of responsibility and competence, APEID staff made deliberate efforts to revitalise APEID as a regional inter-country co-operative programme in education. Towards this end, the following activities were implemented:

- A continuing review of APEID Associated Centres and national coordination mechanisms was conducted, in co-operation with member countries' National Commissions for UNESCO and other authorities.
- A policy review of MACEID (Membership of ACEID) to discontinue the individual membership of the network, in view of the nature of UNESCO as an inter-governmental organisation and of the staff shortage at APEID, to provide quality services to the members.
- A second International Forum on Quality Improvement of Education in the 21st Century was successfully convened on 12-15 June 2001, in Beijing, China. Attended by more than 100 participants from over 20 countries, this forum greatly contributed to broadened visions concerning educational quality and shared related innovative practices at both an institutional and a national level.
- The Regional APEID Consultation Meeting was held in May 2001 in Bangkok, to review the previous programme cycle, reformulate strategies

and to develop the Framework of APEID in its 7th Programme Cycle (2002-2007).

- An APEID Roundtable was organised during the 7th UNESCO-ACEID International Conference on Education, 12-14 December 2001, to further consult member countries on the revitalization of the APEID network.
- The 6th and 7th UNESCO-ACEID International Conferences on Education were successfully held with the respective themes of 'Information Technology: Interfacing Global and Indigenous Knowledge' and 'Using Information-Communication Technology for Quality Teaching, Learning and Management'. These important conferences acted as an international forum for policy dialogues, presentation of research findings and the sharing of innovative practices.
- The APEID-NIER biennial regional meeting of the directors of national education research institutes met at NIER, Japan, on the theme of strengthening educational research for development-oriented education innovations.
- The Asia-Pacific Regional Education Research Association was officially launched as a regional NGO and APEID's partner in education research.
- APEID co-ordinated in the effective implementation of sixteen Japanese Funds-in-Trust supported Mobile Training Team projects, contributing to national/institutional capacity building in priority areas, as identified by the government of the donor country.
- As part of the restructuring of the Bangkok Office in the new field office framework, Ms Lucille Gregorio, Programme Specialist in Science-Technology Education, and her secretary, Khun Amporn Ratanavipak returned to APEID, further strengthening APEID capacities of programme planning and implementation.
- As requested by the Director of the Bangkok Office and approved by HQs, the title 'ACEID' was officially changed to 'APEID', and accordingly, the job title of 'Acting Chief' was also changed to 'Coordinator of APEID'.

Specifically, its activities focused on the following:

I. Science and Technology Education

Objectives

- To promote Science and Technology Education/Literacy for All, within the framework of Project 2000+: Scientific and Technological Education For All, following the recommendations of the WCEFA (Jomtien 1990); the World Conference on Science (Budapest 2000); and the World Education Forum (Dakar 2000).
- To strengthen partnership with relevant governmental and non-governmental organisations and agencies, focused on regional co-operation and networking
- To develop a "Training of Trainers Manual for Promoting Scientific and Technological Literacy (STL) for All

Strategies

- Strengthened co-operation and collaboration (from planning to implementation of programmes, projects and activities) and partnership with Member States and other partners, especially with Science Teacher's Associations and other professional science education organisations
- Conducted Regional/National Workshops, aimed at giving appropriate attention to the development and maintenance of learning programmes

responsive to the needs of individuals and communities. Hongkong-2000; Thailand-2000; SEAMEO-RECSAM, Malaysia - 2000; India-2001

Impact

- STL teaching-learning materials, compiled leading to the development of "The Training of Trainers Manual for Promoting Scientific and Technological Literacy for All", in English, and has been translated to Spanish
- Effective promotion of STME, specifically for a better public understanding of the advances of science and technology, information and communication technology and their influence on people's lives
- Teachers made lessons more relevant to the lives of their students

Lessons Learned

- the need to review critically existing provisions for science and technology education at all levels and in all settings, underpinning its aims
- assigning priority to development of relevant programmes/activities to ensure equity of access for everybody
- the development of appropriate in-school and out-of-school opportunities, curricula and assessment procedures
- the importance of partnership and networks in providing support; and
- the recognition of the central role of teachers in achieving scientific and technological literacy for everybody; enhancing the status of careers in science and technology education at all levels.

II. Health and Preventive Education

Objectives

- To develop curriculum and classroom resources on HIV/AIDS Prevention
- To undertake the training of teachers on preventive education against HIV/AIDS

Strategy

- Worked with relevant partners in the region to utilise the teaching-learning resources in training and translation

Impact

While many classroom materials have been produced, specifically for the region, teachers and teacher trainers have called for guidelines on how to put this material into effective practice, with particular emphasis on behavioural change. Consequently, the "Training of Teachers' Manual on Preventive Education Against HIV/AIDS in the School Setting" was developed. While this Manual, produced in English, has been adapted and translated into the languages of the Asian region, so successful has it been that copies are being requested by institutions/agencies in other regions of the world and uploaded to the SEAMEO website, linked with the UNESCO website. Other on-going projects funded by the Japanese Funds-in-Trust are: "HIV/AIDS Preventive Education among Ethnic Minorities in the Upper Mekong Region" and "Capacity-building on HIV/AIDS Preventive Education for Adult Learners through Distance Education".

Lessons Learned

- The experiences gained have led to many youth camps and forums, development of resource kits in a range of regional languages, increased numbers of teachers trained in this preventative education, and co-operative networks established;
- There is a need to involve local communities, for strengthening the local

responses;
- Co-ordinated efforts with all partners; and
- Taking advantage of the UNESCO comparative advantage in areas of work on Preventive Education.

III. Education for a Sustainable Future

The interdisciplinary project 'Education for a Sustainable Future' links environment, population and development. UNESCO's actions are in terms of environment education and drug abuse prevention through sports activities.

Objectives
- To expand the range of innovative practices used in teacher education programmes, through the establishment of voluntary professional development networks for teacher educators.

Strategies
- During the 6th programme cycle, in partnership with Griffith University in Brisbane, and with funding from the Australian Government, its project on "Learning for a Sustainable Environment: Innovations in Teacher Education through Environmental Education" was further developed.
- Environmental teaching/learning modules and CD ROMs for Training of Teachers were produced, on a wide range of environmental topics, and have been trialled around the region.
- Another dimension for this project is on "Community Capacity-building for Environmental Sustainability." In partnership with UNEP, WWF, and other partners, participatory action research is being conducted to find answers to environmental issues are selected countries in the region.
- The Project on Preventive Education and Sports Activities for the Youth was implemented in Lao PDR in 2000.

Lessons Learned
- The need for adaptation and translation of the materials in local national languages;
- The provision of adequate resources in the conduct of a comprehensive training programme;
- Partnership with other agencies and empowering the local communities;
- Strengthened community participation and ownership.

IV. Secondary Education

Renewal and diversification of secondary education:

Objective
- To promote policy development for the expansion and diversification of general secondary education to better meet the diversified learning needs
- To promote quality improvement in general secondary schools through policy dialogues, curricular renewal, strengthened research, and innovative practices

Strategies
- Providing a regional forum for policy dialogue on key issues in secondary education, with the organisation of the second International Forum on Quality Improvement in Education for the 21st Century, 14-16 June 2001, Beijing, in co-operation with the Chinese National Commission for UNESCO, Ministry of

Education, and the People's Republic of China.

- Promoting curriculum reform to respond to societal and individual development needs through case studies, seminars, advisory services and workshops
- Encouraging innovative practices in teaching-learning processes and the delivery of secondary education
- Harnessing the educational potential of information-communication technologies
- The Joint Innovative Project (JIP) on Upgrading Teaching-Learning Quality of Secondary Schools, led by Beijing Institute of Education, continued to function effectively over a span of ten years.
- A UNESCO ACEID-Belgium (Group T University) Joint Innovative Project on "Building Four Pillars of Education in Curriculum through Information Technologies' was undertaken, with trust funds from Group T and participation of China, Belgium, Thailand.

Impact

- Major policy issues in the expansion and diversification of general secondary education debated and examined in depth through case studies and regional synthesis
- A shift of emphasis from access onto quality promoted through policy dialogues on the reconceptualisation, standards-setting, alternative assessment systems, and innovative practices in quality education
- New visions and perspectives on quality improvement in secondary education developed through dialogue and experience sharing at an international forum
- Principles for holistic curricular reform proposed and debated in light of the four pillars of education
- A regional network gradually shaped for innovations in secondary education.
- Six modules developed for secondary school teacher training in the use of ICT
- Partnership (public-private and education-business) for secondary education strengthened

Lessons Learned

- With EFA progressing towards its goals in many Member States, there has been increasing pressure for the expansion of secondary education.
- Much of the school curriculum at secondary level has been irrelevant to national/local development needs and divorced from the world of work. Major reforms are needed, as well as a thorough renovation of the policy, content, structure and methods of secondary education.
- UNESCO needs to redefine and broaden the concept of 'basic education' or EFA to include lower secondary education, at least to the extent of promoting equal access to education at higher levels.
- Secondary education has become the weakest link in the educational chain. UNESCO should not deal with EFA separately from secondary and higher education. UNESCO is in urgent need of a holistic, system wise approach to the renewal of education.
- Regional partnerships/networking need be strengthened to develop overall strategies for the renovation of secondary education, as a new priority, and with greater allocation of resources.

Status of teachers and teacher education in information society:

Objectives

- To enhance the status of teachers by national reproduction/dissemination and implementation of UNESCO Recommendations
- To promote the reform of teacher education through policy dialogue, research studies, curricular renewal and teachers' professional development
- To assist Member States in upgrading teacher competencies through in-service training, especially in the use of new information technology to better reform their changing roles.

Strategies

- The organisation of four national case studies on Policy and Curricular Issues Leading to Reform of Teacher Education, which were then used in preparing curriculum guidelines and training modules/pilot prototype materials for improved innovative teachings
- Application of international instruments: Regional reproduction/dissemination and implementation of UNESCO Recommendations concerning the status and functions of teachers
- Organisation of the East and Southeast Asia Sub-regional Workshop on Teacher Education Reform, Manila, Philippines, January 5-7, 2001
- National case studies on ICT in teacher education, followed by a Planning Workshop on Module Development for Teacher Training in Using ICT.
- A workshop on "Module Development for ICT Use in Teachers Training" was conducted on March 10-13, 2001 at UNESCO-PROAP, and attended by ICT specialists and educationists from seven countries (Australia, Belgium, China, India, Japan, Philippines and Thailand), and UNESCO.
- The development of six teacher training modules for the use of ICT as tool and resource: 1) ICT in Education in an Emerging Knowledge Society, 2) Fundamentals of Using ICT in Education, 3) Integration of ICT into the Teaching –Learning Process, 4) New ICT for Science Education, 5) New ICT for Social Studies in Secondary School.
- Experts Meeting for Review of Teacher Training Modules, 1-3 November 2001, Macao, China
- The organisation of the 7th UNESCO-ACEID International Conference on Education: Using ICT for Quality Teaching, Learning and Management, 12-14 December 2001, Bangkok

Impact

- Major policy issues in teacher education reform examined through national case studies and regional analysis
- International instruments for teachers translated and applied in more member countries to enhance the status of teachers.
- A set of six training modules developed and reviewed, to be ready for CD-ROM production and pilot testing
- Innovative practices in teacher education renovation collected and disseminated through sub-regional workshops and the APEID Newsletter
- Feasibility study done in selected countries in preparation for new UNESCO Chairs in Teacher Education/Training
- Extra-budgetary resources mobilised from Belgium, to prepare curricular innovations and teacher training modules in multi-media forms

Lessons Learned

- Policy and curricular guidelines need be developed to reform and renovate teacher education to improve the relevance and quality of education
- The actual status of teachers had deteriorated in recent years, due to financial crisis in Southeast Asian countries, economic readjustment policies for market-oriented transition in Central Asia, and to stagnant or reduced public expenditure on education in many other countries in the region.
- As a result of the profound impact of new information technology on education, most teachers and teacher educators have had their roles radically transformed and badly need development or to upgrade their knowledge, skills and other competencies.
- Professional development through large scale teacher retraining has become increasingly crucial to the improvement of the quality of education. UNESCO has a major role to play in assisting Member States to develop national policies and prototype teacher training materials. Teacher training and retraining should be made a priority of priorities in educational development at all levels.

VI. Education for a Culture of Peace

Objectives

- To assist member countries in developing national policies which place education for peace at the heart of educational processes
- To improve the content and methods of education for international understanding and a culture of peace
- To further strengthen the international network through ASPnet in promoting education for peace

Strategies

- Facilitating policy dialogue
- Supporting the establishment of the Asia-Pacific Centre of Education for International Understanding
- Conducting national case studies to identify Asian-Pacific core values of peace
- Organising joint materials development of teachers sourcebooks
- Building national capacities in education for peace through teacher training
- Networking with IBO, a world leader in international and inter-cultural education, for joint research, curriculum development, inter-cultural learning, teacher training, and assessment of learning achievements.

Results

- Eight national case studies completed on Asia-Pacific core values of peace and harmony, as part of a regional Teachers Sourcebook for values/peace education and education for international understanding.
- Dissemination of UNESCO Strategy and Plan of Action and ASP materials and greater awareness and recognition of ASP programmes in the renewal of national education systems and in promoting international understanding.
- Preparation for two Southeast-Asian and East-Asian Sub-regional Workshops on ASP (September 2000, Macao; November 2000, Bangkok) and two sub-regional flagship projects developed 'World Cultural heritage Education' and 'Saving Our Waters').
- APNIEVE Steering Committee and a second APEID-APNIEVE Sourcebook on Learning to Be developed for use of ASPnet and other schools.
- UNESCO Peace Kit translated and used at ASP schools in more member

countries.

Lessons Learned

- Education is a cornerstone of the promotion of a culture of peace in this region and all UNESCO member countries should develop policies to assure the teaching of knowledge, skills and values conducive to a culture of peace in the curriculum of both formal and non-formal education
- Quality curricular materials should be developed which are relevant to national and local settings
- Teachers, as a key force in educating the young to be able to live together in peace, should be trained in pedagogical skills in delivering education for international understanding and peace
- ASPnet needs to be revitalised to function more effectively, through a critical assessment of its programme activities, reformulating strategies, setting criteria, and reorienting its content to the standards of quality education in the 21st century
- After September 11, UNESCO should take education towards a culture of peace as an urgent and substantive programme and as a cross cutting theme for all its main programme activities
- UNESCO should allocate more financial resources to its field offices to implement programmes on education towards a culture of peace

VII. Higher Education and Development

Policy and reform of higher education and Reinforcing inter-university co-operation and academic mobility

Objectives

- To assist Member States to follow up decisions included in the WCHE Declaration and its framework for priority action for change and developing higher education.
- To assist developing countries and least developing countries in particular in the effort to improve quality, relevance and management of higher education in facing the challenges from the rapidly coming information and knowledge society and the globalisation of economies.
- To promote inter-university collaboration, dissemination of new knowledge and skills and mutual recognition of studies, diplomas and degrees in higher education in the region and between regions.

Strategies

- To follow up the WCHE 2000
- International Conference on Learning and Teaching Online Practices, Challenges and Prospects, 9-11 January 2001 at the South China Normal University, Guangzhou.
- Held the First Session of the Regional FU Committee, 2-3 November 2000, Kuala Lumpur, Malaysia.
- Organised a training course for women leaders in Higher Education, 30 October – 5 November 2000, UKM, in Malaysia.
- Held an International Workshop on the Role of Private Higher Education in Human Resources Development in an Emerging Knowledge Economy, 19-22 June 2001.
- Organised an Expert Group Meeting for a Feasibility Study of the Greater Mekong Sub-region Virtual University (GMSVU), 2-4 July 2001in Bangkok.
- Researchers from the University of Melbourne, the University of Tokyo, Chulalongkorn University and the Association of Indian Universities met, 2-4 May 2000 at Peking University and adopted a regional collaborative research

programme entitled: 'Higher Education in Transition towards a Globalised and Knowledge Economy'.

- The Sixth Session of the Regional Committee for the Regional Convention was held on 8-10 November 2000 in Bangkok.
- An International Seminar on the Mutual Recognition of Qualifications in University Mobility was organised from 28 January - 8 February 2001, NIER, Tokyo, Japan.
- An on-line clearing house was established. The handbook on HE Diplomas in Asia and the Pacific was updated and put on line with the HE website serving as a clearinghouse.
- UNESCO co-sponsored an International Conference on Quality Assurance held in Bangkok, November 2000 and the VI biannual conference of the International Network of Quality Assurance Agencies (INQAAHE) on the theme Quality Assurance in Higher Education, Bangalore, India, 2001.

Impact

- After UNESCO's World Conference on Higher Education (WCHE) was held in 1998 in Paris and number of follow-up activities were organised in this region, an increasing number of governments of developing countries have taken actions to speed up the massification process of higher education. They have done this through relaxing policies to encourage the expansion of distance and open learning and establishing private institutions to meet the growing demand for higher education in countries such as Cambodia, China, Malaysia, Mongolia, Thailand and Viet Nam.
- A reform of higher education management and financing by making universities more autonomous while encouraging them to generate more income has been going on intensively in China, Indonesia, Japan, Malaysia, Thailand and Viet Nam.
- Some successful UNITWIN and UNESCO Chair's programmes have been proved as a centre of excellence through research, training and publishing and have benefited increasing number of academics in their field, such as UNESCO Chair on Rational Use of Drugs based at the College of Public Health, Chulalongkorn University, Thailand.
- The quality of higher education has become one of the major concerns for policy-makers, academics and university leaders in the region.
- New strategies were developed at the sixth session meeting in Bangkok, such as improving UNESCO's website on higher education as a clearing house for information and mutual understanding and recognition, as well as strengthening partnerships with other agencies, NGOs and IGOs.
- Partnership building has been effectively strengthened with NGO's such as AAOU and IGO's such as SEAMEO RIHED. The pilot projects for developing GMS Tourism, IT and Mekong Studies at a distance and on-line aiming at the establishment of the GMS Virtual University in the future, serves as an example of inter-disciplinary and inter-sectoral collaboration within the house and partnership with SEAMEO RIHED.
- As evidence of the recognition of Member States for UNESCO's influence and impact on higher education, the Programme Specialist for Higher Education in UNESCO, Bangkok was awarded a plaque of honour from the Ministry of University Affairs, Thailand and the First-Class Award for his paper entitled "Historical Opportunities and Policy Making in Higher Education – Again on Massification of Higher Education and Challenges

facing Developing Countries from the Chinese Society of Higher Education in 2001".

Lessons Learned
The implementation of UNESCO's Higher Education programme by one Specialist in such a vast and much diversified region and with high expectations from Member States is really a challenge. Practice in the past has proved it impossible to cover every sub-region and all Member States equally. We must focus on the most critical and strategic issues, while maximising UNESCO's impact through publications, information through Internet and support for participation of all Member States.

VIII. Vocational and Technical Education

Objectives
- to propagate revised recommendation and recommendations of Second International Congress on TVE and Convention on TVE (1989) and other international instruments.
- to strengthen national capacity and the UNEVOC network and foster effective regional co-operation through exchanges of experiences on a range of issues on TVET
- to advise and assist on ways to enhance capacity of UNEVOC Centres to contribute to TVET development and improvement
- to organize study abroad and inter-country study visits as well as to advise on holding national dissemination workshops/seminars under the Mobile Training Team Programme
- to contribute to the documentation and organization for the APIED Consultation Meeting and the 7th ACEID International Conference
- to distribute TVE publications

Strategies
Multiple strategies were used to fulfill the objectives of the Programme. Some of the strategies, which are outlined below, were employed in combination.

- Status reporting, e.g. on situation of vocational teachers, and use of ICT in TVE,
- Studies and case studies,
- Advising on the development and services offered by a UNEVOC Centre and on ways of building capacity of UNEVOC Centres and creating new UNEVOC Centres,
- Compiling a draft handbook for Managers for UNEVOC Centres and UNEVOC Associates Centres.
- Subregional and regional seminars, and conferences,
- Regional Meetings of Experts,
- Translation, reproduction and dissemination of Recommendations of the Second International Congress on TVE and on the Status of Teachers,
- Mentoring on research and report writing.
- Mailing and publicising UNEVOC and TVE publications,
- Collaboration with partners and UNEVOC Centres,
- Roundtable discussion of TVE practitioners and experts as a Special Interest Group in the context of the 7th ACIED Conference.

Results and Impact
A number of results were achieved. Some of these have an impact on the extent

of consciousness of TVE standards, thinking and perceptions of, the why, what and how in TVE. Most important results and aspects of impact follow in outline form.

- There was increased awareness and knowledge of international norms and standards on TVE, thereby drawing more attention to these instruments and their utility.
- Several studies and reports were produced and mentoring of TVE practitioners undertaken. The presentation of the reports at the seminar and meetings of experts kicked of exchanges among participants on issues in the use of ICT in TVET schools at UNEVOC Subregional Seminar. Steps were taken towards building a strong UNEVOC network and for effective co-operation with TVE experts, and other players in the Region.
- Information on UNEVOC and TVET Programme was shared; and role and functions of Centre of Excellence and place in the UNEVOC network were clarified at seminars and meetings of experts. Remedies to deal with weakness in communication and information exchanges at country and regional levels were recommended. Participants went away informed about the contribution of some UNEVOC Centres and about policy issues in the use of ICT in TVET schools.
- Suitable documents reflecting the activities of APEID Associated Centres in vocational education were produced for used at APEID consultation meetings and the 7th APEID International conference on education.
- The joint roundtable forum with the UNESCO-UNEVOC International Centre permitted diverse experts and practitioners to engage each other in topical issues on ICT and TVE, and non-formal TVE and questions of financing, and ways of effective networking through the UNEVOC network. The rich and diverse exchanges at one and the same time broadened horizons and services available from the UNESCO-UNEVOC International Centre.
- Kazakhstan MTT Project was fully implemented, and a report produced. Reports and interesting new materials presented for reflection at the workshop and input of the resource person gave a ring an element of realism to the reports of the MTT. Participants went away informed about the contribution of some UNEVOC Centres and about policy issues in the use of ICT in TVET schools.
- Intercountry study visits were undertaken by Thai members of the MTT to South Korea and Australia. Arrangements for national dissemination seminars in Thailand and Myanmar were set in motion. Initial steps to form core faculty members of Philippines MTT were made.

IX. Modalities

Mobile Training Team (MTT) Projects

Objectives

- To enhance the capacity of Member States participating in APEID to implement innovations in their educational systems

Strategies

- The creation of a MTT from the senior faculty and educators who will later be the core people at a follow-up in-country workshop
- Inter-country study visits for senior faculty members to provide them with an opportunity to study relevant practices in other countries of APEID and use these experiences in the formulating and conducting of the in-country workshop

- In-country workshops are to prepare a cadre of trained key personnel in specific areas for further training programmes, and to discuss the subjects highlighted in the project
- Mobilisation and organisation of the services of resource persons to assist the national faculty in conducting the in-country training workshop

Impact
APEID has implemented a number of MTT projects under the Japanese Fund-in-Trust in Cambodia, Indonesia, Vietnam, Sri Lanka, Papua New Guinea, Fiji, Mongolia, Lao PDR, the Maldives, Malaysia, Bhutan, India, Kazakhstan, China, Myanmar, Thailand and the Philippines.

The workshops and study visits abroad have led to an update of skills in areas as diverse as environmental education, open-learning and distance education, educational management, diagnostic testing, policy formation and primary school education – as specific to the needs of that country.

Lessons Learned
Both study visits abroad and in-country workshops have proven to be vital tools in the education of teachers through out the region. Consequently, further activities have been organised.

ASIA AND PACIFIC PROGRAMME OF EDUCATION FOR ALL

APPEAL

APPEAL's mandate focuses on promoting literacy, primary education and continuing education.

Its strategy is to emphasise gender mainstreaming, networking and appropriate utilisation of information and communication technology (ICT).

APPEAL's activities, especially literacy and continuing education programmes, have been promoted and supported by the APPEAL regional network. The information and outcomes of the projects have been disseminated through the APPEAL-ACCU literacy database.

A. Resource and Training Consortium

APPEAL's programmes in the Member States are implemented from the regional and sub-regional levels to the grassroots through a network of selected governmental, non-governmental and private institutions and agencies involved in the promotion of basic education and lifelong learning. Among these, a consortium of lead institutions across the countries of the region has been constituted to serve as the APPEAL Resource and Training Consortium (ARTC).

- Asia Pacific Cultural Centre for UNESCO (ACCU), Japan;
- Dhaka Ahsania Mission (DAM), Bangladesh;
- The Faculty of Science, Information Technology and Education at the Northern Territory University, Australia;
- Indian Institute of Education (IIE), India;
- Institute for Rural Advancement (INFRA), Malaysia;
- International Research and Training Centre for Rural Education (INRULED), People's Republic of China;
- Korean Educational Development Institute (KEDI), Republic of Korea;
- Department of Non-Formal Education, Thailand;
- Directorate-General of Out-of-School Education, Youth and Sports, Indonesia; and

- Regional Centre for Educational Innovation and Technology (SEAMEO/INNOTECH), Philippines.
- National Observatory of Kazakhstan, Kazakhstan

Objectives

- To promote and popularize the mission and goal of APPEAL in the region
- To contribute to capacity building by serving as resource and training base for inter-country programmes
- To enhance technical expertise in the region
- To participate in and undertake action research and case studies on literacy and continuing education focusing on the grassroots level
- To promote the sharing and exchange of experiences

Strategies

- Organised jointly with APPEAL regional/sub-regional workshops/seminars in the areas of literacy and continuing education
- Provided technical support technical support to APPEAL for materials development
- Undertook research and case studies
- Supported study visits

Impact

The research studies resulted in the development of innovative approaches to literacy, non-formal education and lifelong learning, to be disseminated throughout the region. The interested countries can learn and adapt the strategies to their own situation in order to promote and strengthen the literacy and continuing education programme. ARTC members have played a key role in exchanging their experiences with the audience during the regional forum on lifelong learning held in Thailand from 8-13 September 2001 and also provided their expertise to facilitate and support the discussions during the regional planning held in Bangladesh from 8-12 September 2000, in which education officers from UNESCO field offices in the region participated. Furthermore, the ARTC members have arranged a study visit programme for the requested countries, such as India, Laos, Malaysia, Viet Nam to observe and learn the activities of the ARTC members.

Lessons Learned

The networking of ARTC member institutions should be strengthened. They should play an active role and help improve the quality of literacy and continuing education in the region. Due to budget constraints, UNESCO has been able to provide only a small amount to the ARTC member institutions to implement the project of which some results are not of an acceptable standard. Some ARTC members do not contribute enough to the promotion of EFA. Consequently, UNESCO may need to review the members' roles and responsibilities.

B. The Asia-Pacific Literacy Database

The Asia-Pacific Literacy Database was initiated in 1998 by ACCU jointly with APPEAL. The Database has been available through Web-site (www.accu.or.jp/litdbase/) and also CD-ROM.

Objectives

The database aims to provide a comprehensive data on non-formal education

covering:

- Literacy situation at a glance at regional, country, state/provincial and grassroots levels.
- Up-to-date key facts and figures of basic education for decision making by government and NGOs.
- Innovative literacy programmes, strategies and materials.

Strategies

- The database was updated in 2000 at the occasion of the EFA 2000 Assessment, which was disseminated in CD-ROM.
- Some content of the database was updated regularly through the Website to provide the following information: fact and figures, national policies, curriculum, donors and partners, experts, glossary, regional network, literacy materials and recent events.

Impact

The database has provided NFE planner and implementers with rich sources of information concerning literacy and other NFE programmes in the region. Since most of the key organisations in the region now have access to the Internet, the information in the Database has been disseminated to the countries faster and more economically, compared with the traditional print media in the past.

Lessons Learned

Using the existing resources as a basis, the Database coverage should be expanded to include audio-visual materials, as well as on-line teaching-learning activities. Though the Internet is very economical for disseminating information, it is still a drain on time and financial resources to undertake the collection, analysis and upload the information. The Database will need to be updated in the future in view of effective ways and means for collection and process of essential information.

C. Community Learning Centres

The Community Learning Centre CLC) Project was launched in 1998 within the framework of APPEAL, with the financial assistance of Japan and Norway. The countries that took part in this project during 2000 - 2001 include Bangladesh, Bhutan, Cambodia, China, India, Indonesia, Iran, Lao PDR, Malaysia, Mongolia, Myanmar, Nepal, Pakistan, Papua New Guinea, Philippines, Thailand, Uzbekistan and Viet Nam.

Objectives

A CLC aims to empower individuals and promote community development through life-long education for all people in the community, including adults, youth and children of all ages. The main beneficiaries of a CLC should be people with fewer opportunities for education, for example, pre-school and out-of-school children, women, youth and the elderly.

Strategies

The activities of CLCs should be flexible, participatory and allow for leadership to emerge from any member of the community, while support mechanisms should also be made available through strengthened coordination, networking and partnership. As regards strategies for sustaining CLCs mobilisation of adequate human, material and financial resources is required In view of this, APPEAL has developed various resource materials and provided training to strengthen the implementation of literacy and continuing education programmes.

APPEAL also has facilitated inter-country exchange in the form of review meetings publications a shared database, study visits and attachment programmes in co-operation with partner agencies. Policy level dialogue with the policy makers and donors was also an important strategy, particularly for an expansion of small scale initiatives CLCs.

Impact
CLCs have provided the community with not only literacy and post literacy programmes, but also various activities relating to life skills, income generation and cultural and recreation activities. Accordingly, the impact of CLC has been seen in the improvement of the quality of life and confidence/capacity building of the local community. Furthermore, the CLC project has impacted government policy in some countries, to include CLCs as part of the EFA strategies.

Lessons Learned
As a local institution, CLCs should be developed based on community needs and maximum use of local resources. Since a CLC alone cannot cover all the aspects of community life, it is important to establish links with existing development programmes and a formal system Technical support by experts is also important in the area of training and monitoring/evaluation, particularly at the initial stages of the project.

The following projects were implemented in literacy and continuing education, in close connection with the CLC. While CLCs are a grassroots level delivery mechanism to expand access to non-formal education, the activities below focus on the improvement of quality in the programmes in terms of personnel, activities, materials and management. All the participating countries in the CLC project were involved in the activities below:

C.1. Capacity building of literacy and continuing education personnel

Objectives
- To improve the quality of education of the non-formal education sector, especially by the Community Learning Centres.
- To provide training opportunities for non-formal education facilitators and community leaders to cope with the expanding role of the community in education.

Strategies
- Gathered innovative practices of basic and continuing education and developed resource materials in both print and audio-visual forms. Using these resources, training for basic and continuing education personnel was conducted at the regional level, which will be followed up at the national and grassroots levels during 2002.
- Initiatives were made to provide a forum for inter-country exchange of experiences in this area through regional workshops and the Asia-Pacific Literacy Database.

Impact
Under this project, the following handbooks were produced during 2000-2001 that provided substantial input for the quality improvement of NFE programmes in CLCs:

- APPEAL Resource Book for NFE Facilitators (book + video series)
- ACCU/APPEAL Handbook on Learning Materials Development at Community Level (book)
- ACCU Literacy Clip Art (book + CD-ROM)
- APPEAL Handbook for Continuing Education
- APPEAL Handbook on CLC Management (being finalised)

Training programmes using these handbooks contributed to enhancing the capacity of key personnel of the countries of the region.

Lessons Learned
Besides the handbooks produced and trained personnel as tangible outputs of the project, the production and training process themselves were important learning processes. It provided valuable opportunities for participating countries to review and analyze the content and process of non-formal education, particularly at the community level. Sharing experiences through intercountry exchange activities was also useful in stimulating discussions of the quality of NFE programmes.

C.2. Information and Communication Technology (ICT) for NFE

During 2000 – 2001, two projects on ICT for NFE under the Japanese Funds-in-Trust, were undertaken in close connection with CLCs

C.2.1 APPEAL in co-operation with ACCU, started MANGO (map-based analysis for non-formal education goals and objectives)

Objectives
- To accelerate and monitor the EFA's progress by facilitating the collection and analysis of data and information on non-formal education at the community and project/district levels.
- To develop a database system for monitoring literacy and continuing education projects at community and district/project levels using ICT.

Strategies
- A project planning meeting was held in January 2001 to develop an overall framework for the project and the content of MANGO.
- Accordingly, pilot projects were carried out in four countries of the region, namely Bangladesh, India, the Philippines and Thailand, to develop sample software and to field test the pilot version in CLCs.
- Prototype software of MANGO will be developed in 2002 for wider use in CLCs in the region.
- Effort has been made to coordinate MANGO and the NFE-MIS project developed by UNESCO Paris since the overall focus of these two projects is similar. A joint pilot project will be carried out in India in 2002 to explore the full coordination and possible integration of the two initiatives.

C.2.2 Development of Computer Software for CLC

APPEAL jointly with UNESCO Bangkok's Information Programmes and Services (PIPS) launched in 2001 a regional initiative "Literacy Development through Computer Software and Training for Literacy Personnel" with the support of the

Japanese-Funds-in-Trust. The project has been implemented in co-operation with agencies in India, Malaysia, Philippines and Thailand.

Objectives

- To develop a prototype software package for literacy and post-literacy education which will be used to train illiterates and neo-literates to consolidate and expand literacy skills.
- To support Community Learning Centres in building their capacity to develop and disseminate local experiences and knowledge in literacy and non-formal education, taking advantage of the use of technology.

Strategies

The planning meeting was held in September 2001 to share the current situation of the use of computer software in NFE, and to develop a guideline for the production of the software including objectives, content, target users, media and production strategies. Based on the guideline and the resource materials of the meeting, the participating countries are developing a prototype software, which will be completed in 2002.

Impact

Since the above two projects were still at the pilot phase, the impact of these projects has not been fully visible yet. However, through piloting, the participating countries have showed a strong interest in ICT for NFE. For example, DNFE, Thailand started their own NFE management project in co-operation with the MANGO project.

Lessons Learned

Since ICT use in NFE is in the initial stages and not yet firmly established in many countries in the region, the two projects have huge potential in helping CLCs to implement NFE programmes effectively. Interventions will be needed in communities where access to ICT is difficult.

C.3. Income-generating programme (IGP)

Objectives

- To improve the on-going IGP focusing on small scale enterprise
- To upgrade the standard of living and quality of life of community people
- To promote community development

Strategies

- APPEAL organised a regional workshop to train non-formal education personnel from 18 countries on how to facilitate and support community peoples to set up small- scale enterprise.
- After training, APPEAL supported the participating countries to provide training to community peoples about entrepreneurial skill including marketing and sense of community development.
- While implementing the project, action research was undertaken and an illustrative manual on small-scale enterprise was developed.

Impact

After the training, participants were able to set up their own business. Partial profits from the products sold were contributed to the CLCs for running costs, which has helped to sustain and support the CLC's activities. The experiences

the countries involved were shared during the CLCs Review Meeting held in Viet Nam in November 2001.

Lessons Learned
Most of the communities have set up business in weaving, sewing and cooking. Due to a lack of experts in vocational training, the countries should cooperate with private enterprises, technical colleges and universities to help community peoples to produce other products relevant to the market demand. Local wisdom is also another valuable resource in the community, as those with the knowledge and experience should be encouraged to transfer what they know to the younger generation.

C.4. Basic education and lifelong learning for gender equality

Objectives
- To identify and share best practices in gender equality in basic education and lifelong learning among 18 CLCs participating countries in the region.
- To address the issues of gender equality and identify gender as partners in development.

Strategies
- Experts in basic education and lifelong learning and researchers reviewed and shared their experiences, developing a framework for undertaking a pilot study on innovative strategies in basic education and lifelong learning for gender equality through CLCs in the region.
- The participating countries undertook the study which will be synthesized and published for disseminating throughout the region.

Impact
Studies show that the activities are empowering community women. Their status within the community had greatly improved since they joined the CLC activities, especially the activities that helped them generate income for themselves and their families. The women also developed their capacities in decision making in their families and communities. Furthermore, the studies helped to raise awareness of gender issues in the region.

Lesson Learned
As CLCs have only been recently established at time of writing, the benefits are still small, but good as a starting point.

C.5. Functional literacy for indigenous peoples

Objectives
- To improve the quality of the literacy programme and activities to be relevant to the needs and situation of indigenous communities.
- To find and implement strategies to promote effective classroom learning.
- To experiment with a bilingual approach to the literacy programme for indigenous peoples while developing learners' mother-tongue curriculum and learning materials.

Strategies
APPEAL organised a regional workshop to train non-formal education personnel from GOs and NGOs on how to develop and adapt functional literacy

programmes and materials for indigenous peoples, using the manual on Functional Literacy for Indigenous Peoples. The participating countries agreed that they would undertake action research througnout the period of the project for the following activities:

- assess language situation and literacy needs including existing organisations involved
- develop a new literacy programme for the targeted community including curriculum and learning materials
- organise a training workshop for facilitators in using new curriculum and materials
- share the new curriculum and learning materials with other participating countries

Impact
This project is in the initial stages. The countries are now forming a team to undertake action research and develop curriculum and materials. It is expected that the new curriculum and learning materials, using a bilingual approach will be used for conducting literacy classes for indigenous peoples. This will help to improve the literacy programme to be more relevant to indigenous peoples.

PSA PLANNING AND SECTOR ANALYSIS

PSA's mandate revolves around human resource development, providing policy-oriented research, information, and advice to government on resource management and the development and/or reform of the education and human resource training sectors.
Its strategy focuses on building national capacity for better utilisation and management of educational resources.

During the period under review, PSA has undertaken a number of inter-related activities. Among them are the following:

A. Regional network of EMIS institutions in Asia and the Pacific

Objectives
- To establish a network among Government institutions in charge of EMIS and educational statistics in Member States in the region
- To strengthen professional contacts and exchange among personnel from these institutions

Strategy
- Preparation of a Directory of EMIS/educational statistics institutions in Member States in the region, using a questionnaire

Impact
- Based on the information given in completed questionnaires, in 2001 PSA designed and published a Directory of National Institutions for Educational Statistics and Management Information in Asia and the Pacific providing contact information and a brief analysis of the capacity, activities and output of those institutions and agencies.

B. Resource base for management and sector planning

Objectives
- To create a Directory of specialised training institutions and programmes on topics such as education policy analysis, sector planning, financial/resource

management, school management/supervision and EMIS/statistics in the region
- To develop a Directory of scholarships with sources of international and national scholarships/grants and Web sites on international scholarships
- To initiate a computerised roster of specialized consultancy services with experience in the region
- To disseminate directories and information on specialised consultancy services within UNESCO, on paper and in electronic format

Strategy
- Created information and knowledge base to strengthen UNESCO advisory services to Member States in areas of policy, planning and resource management
- Information regarding possible sources, both international and national scholarships/grants and Web sites on international scholarships for graduate students, researchers, and government officials seeking further training abroad was gathered.
- Universities and training institutions in several Member States were identified and requested for information on their training programmes. Documentation received from the institutions was reviewed and classified.

Impact
- Two editions of the Directory of Scholarships and Grants for Students and Researchers in Asia and the Pacific were published and disseminated both in hard copies and electronic format via the UNESCO Bangkok web site.
- A Directory of Training Institutions and Programmes in Asia providing courses on educational policy and planning, budget and finance, resource management and administration, EMIS/statistics is under preparation. Publication is foreseen in May 2002.
- Computerised Consultant Roster containing names of over 400 experts in education planning and management

Lessons Learned
Directories and consultant rosters provide a valuable information base and reference point facilitating the activities of UNESCO and partner agencies in the region in the area of training and operational project work.

C. Innovative community-based approaches to basic education

Objectives
- To implement case studies to document innovative, community-based approaches for basic education development in disadvantaged areas
- To stimulate research leading to a better understanding of what works and what doesn't work in education for poverty alleviation approaches
- To improve advice to Member States and project preparation

Strategies
- Applied research in selected Member States, focusing on basic education for poor, disadvantaged areas and population groups
- Use of research results to improve strategies for basic education development and formulation of extra-budgetary projects

Impact
Results were used to formulate a proposal for an in-depth study leading to an

education rehabilitation project in Rakhine, Myanmar (2002-2004). Negotiations with UNHCR and the European Commission are ongoing to secure extra-budgetary funding for the project. The strongly participatory community-based approach of the project led to the development of township education plans to be implemented with support from the ministry of education. A comprehensive, detailed Education Database comprising education data for each Village Tract, each Ward (in urban areas), and each village in three NRS townships was developed. Finally, a book sector development study was carried out in Viet Nam.

D. Fundraising and technical backstopping assistance

Objectives

- To secure complementary funding to increase the impact of Regular Programme activities at the regional level and in individual Member States, in the areas covered by PSA
- To respond to priority needs of Member States in the region (technical assistance in programme areas covered by PSA)
- To improve and regulate long-term collaboration with partner agencies and donors in the region

Strategies

- Use Regular Programmes to identify and prepare projects on the request of the Member States
- Networking with organisations and counterparts in the Member States, through missions, meetings and workshops
- Collaboration with and technical backstopping of UNESCO field offices in the programme areas covered by PSA
- Direct contact with donor agencies at regional and local levels, through attendance of programming meetings, joint missions, collaboration in project preparation and implementation.

Impact

- Myanmar - collaboration with UNDP, UNICEF, UNOPS, UNHCR, European Commission in the preparation of the education component of a UN Integrated Programme for assistance to Northern Rakhine State.
- Myanmar - collaboration with UNHCR and European Commission in the elaboration of a project proposal for an in-depth situation analysis and preparation of an education rehabilitation project for Northern Rakhine State.
- Regional - collaboration with Japanese Government and ADB in EFA 2000 Assessment, development of EFA indicators and the preparation of an EFA Planning Guide.

E. Cost recovery strategies for secondary and higher education

Objectives

- To carry out country case studies on student loan schemes, focusing on selected key policy questions, from five countries in the region
- To develop a UNESCO Bangkok publication on a comparative study of student loan schemes and analysis of best practices in the region
- To Increase awareness among policy makers and Government institutions involved in the management of student loan schemes about successful strategies with implementing SLS in the region

Strategies

- Research design focusing on student loan schemes, with identification of

main policy questions, in collaboration with international consultants
- Elaboration of country case studies in co-operation with national research institutions and Government bodies managing student loan schemes
- Comparative analysis of national experiences/country case studies to identify best practices, using international consultants
- Exchange of experiences and dissemination of best practices among policy makers and Government institutions involved in the management of national student loan schemes

Impact
Five draft case studies on the functioning of student loans in Thailand, the Philippines, Republic of Korea, China and China/Hong Kong were produced. Also, a comparative regional synthesis report and regional seminar with policy makers to exchange experiences and results from case studies is planned for the third quarter, 2002.

F. Guidelines for secondary education sub-sector studies

Objectives
- To produce a UNESCO Bangkok Resource Book on the design of secondary education sector studies to guide policy makers, senior Government officials and aid agency task managers in the design of sector studies and appraisal of secondary education projects
- To develop a resource Book used in country work to build capacities within Government institutions and in collaboration with UNESCO offices and other agencies on secondary education projects

Strategies
- Based on country case studies on secondary education policies in selected countries in Asia develop a "Manual" for education practitioners involved in the design of secondary education reform programmes.

Impact
PSA prepared a detailed concept paper for a Resource Book. The start of the project implementation is scheduled for last quarter 2002. The following activities are foreseen:
1. Preparation of a comprehensive literature review
2. Preparation of an outline of the Resource Book, in collaboration with an international consultant, and circulation within institutions concerned for constructive comments
3. Completion of first version of the Resource Book, in collaboration with several international consultants contributing to different chapters
4. Printing, dissemination and field testing (mainly through operational country work and for training, in 2001/2002)
5. The preparation of an augmented, second version of the Resource Book (next biennium)

G. National student loan scheme study

Objectives
- To assess the feasibility of introducing a student loan scheme for higher education in the context of the on-going national education reform there
- To increase awareness among Government officials of policy and technical issues involved in setting up and managing a student loan scheme

Strategies
- As a first step, design a feasibility study to assess the implications of

introducing a student loan scheme in Uzbekistan.

Impact
Detailed terms of reference for a feasibility study with an implementation schedule and costing were produced. Several key policy level representatives from the Ministry of Finance and Cabinet of Ministers were involved in the process.

Further successful extra-budgetary projects included the training of Thai education administration staff, a sub-regional intensive course on Education Management, furthering human development in Myanmar and a literacy survey in Laos.

SOCIAL AND HUMAN SCIENCES (SHS)

Central to the mandate of the Regional Unit for Social and Human Sciences in Asia and the Pacific (RUSHSAP) is the development and promotion of social policies that uphold peace, human rights, democratic governance, and tolerance.

RUSHSAP's strategy lies in initiating research and facilitating training and advocacy programmes and project development.

To achieve this under the current period under review, RUSHAP has implemented projects in poverty alleviation, migration education, sharing of social sciences information through ICT with teachers and students in secondary schools, through the Asia Pacific Schools Social Sciences Network (APSSSNET), the integration of Human Rights into the curriculum of the Rajabhat Institutes (Teachers Training Institutes) in Thailand, promoting youth participation in decision making and in other governance issues and promoting social sciences research.

In implementing these projects, we have collaborated with a number of organisations. These include the Asian Association of Social Sciences Research Councils (AASSREC), International Social Science Council (ISSC), National Education Research Centre (NCERT) in India; Assumption University in Bangkok in setting up the Asian Youth Forum (AYF); the Fiji Council for Social Services (FLOSS); the Lao Women's Union (LWU); the Centre for Integrated Rural Development for Asia and the Pacific (CIRDAP); the Tribal Research Institute of Thailand (TRI); the Asia-Pacific Migration Research Network (APMRN); the National Scout Organisation of Thailand; the Suankularbittayalai Nonthaburi School (SKN) in Thailand; U.N AIDS; ESCAP; and some National Commissions in the region. In collaboration with the UNESCO office in Asia and the Pacific National Commissions, the International Council for Pacific Studies (ICSPI) was established in June 2001.

A. Project Areas

Youth

Youth and Youth organisations are important partners in our strategy for development. RUSHSAP co-sponsored the Third Asia Youth Forum (AYF) which was held from May 21 - 25 2001. RUSHSAP has been involved with AYF from the very first conference in 1998, with the objective of building up a viable forum specifically for tertiary students to get together and discuss issues of mutual interest in the development process in the region. About seventy students from eleven countries attended the 2001 conference, which focused on "FAMILY - Basis for Creating a Culture of Peace in Asia".

ESCAP, with assistance from UNESCO/RUSHSAP and other UN agencies, organised two conferences in Bangkok focusing on issues and policies of importance to youth development.

RUSHSAP is on the committee helping the National Scout Organisation of Thailand to plan the 20th World Scouts Jamboree, to be held in Thailand from 28 December 2002 - 8 January 2003.

Human Rights

Apart from the youth related activities on Human Rights mentioned above, a pilot project was initiated to integrate Human Rights Education into Teachers Training programmes in the region. For a number of strategic and financial reasons, it was decided to start this in Thailand.

Culture of Peace

The budget for this being decentralised to UNESCO towards the end of last year, the budget was used to assist the Bhutan National Commission in a project it implemented to publicise the Culture of Peace programme.

In collaboration with, and financially supported by, the Confederation of St. Gabriel Alumni Association (Thailand) and the Centre for Professional Ethics and Service Learning of Assumption University, RUSHSAP organised activities to promote the Awareness of Peace and Harmonious Co-existence Among South-East Asian People. The activities included film presentations, debates and workshops for high school students and teachers in Thailand. These will be repeated in Laos, Cambodia and Viet Nam in the first three months of 2002.

As part of the Culture of Peace programme, assistance was given to the Fiji Council for Social Services (FCSS) to organise two workshops on reconciliation strategies in Fiji. Two conferences were also co-organised to promote the Culture of Peace in Thailand, and papers on the Culture of Peace were presented at conferences in Australia and Cambodia.

Poverty Alleviation

During the last biennium, three projects were implemented in Laos, Thailand and Myanmar to help women in rural communities to identify and realise alternative means of providing income for themselves and their families. Preliminary results suggest that these have been successful. These projects are monitored very closely and more technical assistance will be provided (resources permitting) when and if required by the communities in order to improve and extend on the benefits so far realised.

Furthermore, a contract has been signed with the Centre for Integrated Rural Development for Asia and the Pacific (CIRDAP) to carry out a similar project in India.

Assistance was provided for poverty alleviation efforts in the Philippines, with the collaboration of the Bureau of Non-Formal Education in the Department of Education, Culture and Sports. The project sought to provide alternative learning opportunities for the deprived, out-of-school youth and adult migrant slum dwellers in Manila. RUSHSAP assisted in helping to resource the writing of teaching modules.

Research

Collaboration has been undertaken with a number of individuals and academic organisations to promote research in areas that are important to UNESCO's programmes, as well as those that are considered important by the international social science community.

RUSHSAP collaborates with the Asian Association of Social Science Research Councils (AASSREC) and the Asia Pacific Migration Research Network (APMRN) to further promote research in the Social Sciences. A book on the

relationship between the environment, poverty and development was produced by AASSREC scholars, some of whom are involved in a comparative study of the management of water resources in Asia.

In recognition of the fact that it has not been possible for the Pacific islands scholars to be actively involved in existing organisations, RUSHSAP, in collaboration with the Apia UNESCO office, set up the International Council for Pacific Studies (ICPS).

Dissemination of Social Science Information
Apart from collaborations with ISSC, AASSREC, APMRN and the newly established ICPS, RUSHSAP undertook activities to promote the Asia Pacific Schools Social Science Network (APSSSNET). This was carried out to encourage the exchange of information and ideas in the social sciences for teachers and students of the UNESCO member countries in the region.

Women
All poverty alleviation programmes have focused on women's groups in rural areas. This decision is the result of consultations with local communities and RUSHSAP local partners, research by academics and institutions and evaluation of the impact of these rather small-scale projects on the current and future situations in these communities.

Governance
RUSHSAP is collaborating with the Chinese Association for Social Science (CASS) to organise workshops to better inform and prepare Chinese officials and local residents for sustainable practices in the management of the national parks in China.

HIV/AIDS
RASHSAP co-ordinates a UNESCO Bangkok intersectoral project on HIV/AIDS prevention in minority groups in Lao PDR, China and Thailand. This project is funded by the Japanese Funds in Trust and will be concluded at the end of 2002.

Migration and Multi-culturalism
In recognition of the importance of migration in the creation of multicultural communities, RUSHSAP initiated a project to integrate the subject of migration into the secondary schools' social science curriculum. This project is being trial-tested in Thailand, India and Samoa.

B. Improving university teaching, research capacities and international co-operation in the social sciences

A key activity included:

Collaboration with the International Social Science Council (ISSC)

Objective

- To improve university teaching, research capacities and international co-operation in the social sciences

Strategies/ Impact

- The money for ISSC activities is already earmarked when it is decentralized to SHS/PROAP. RUSHSAP simply process the contract and ensure that the terms of the contract are adhered to. Brief reports provided by ISSC indicate a good implementation rate.

C. Collection and dissemination of information

This is a major activity that focused on information dissemination:

Objectives

- To commission a paper on Social Sciences issues in Asia and the Pacific. This paper was intended as a contribution to the World Social Science Report (WSSR) and used as a background paper for the regional consultation of social scientists, held in Bangkok in December 2001.
- To encourage and improve the use of Information Communication and Technology (ICT) and Computer Assisted Instruction (CAI) in the sharing and dissemination of social science information in the schools in the region
- To establish an International Council for Pacific Island Studies (ICPIS).

Strategies

- 25 scholars and academics from the Asia-Pacific region participated and produced a list of themes thought to be important for social science in this region.
- The Regional Unit for Social and Human sciences in Asia and the Pacific (RUSHSAP) in collaboration with Suankularbwittayalai Nonthaburi School (SKN) - a government secondary school in Thailand, organised the Asia-Pacific Social Sciences Schools Network (APSSSNET) Training Workshop, held 7-11 May 2001 for teachers from the area. The workshop covered two main areas - introduction to ICT in schools and the creation of CAI on Social Sciences issues.
- ICPIS was established towards the end of 2000 and officially launched in June 2001.

Impact

The issues raised in the background paper and during the discussion will help define a social science agenda for the Asia-Pacific region, as well as being useful in the UNESCO report. Furthermore, a website has been established for the member schools of APSSSNET. The Network aims to provide up-to-date information on Social Science issues and themes for secondary school students and teachers. It also encourages them to exchange information between themselves and to encourage activities which would make teaching and learning social science more lively, participatory and so more interesting.

Lessons Learned

UNESCO's focus on the use of ICT is timely for the Asia-Pacific region, the most populous and most diversified (geographically, culturally, ethnically and politically) region in the world. The two main stumbling blocks in promoting ICT use in the Asia-Pacific region are knowledge of and access to the necessary hardware. Training is in fact easier to provide than securing access to hardware. Also, the Pacific sub-region needs a social science association similar to the Association of Asian Social Science Research Councils (AASSREC). The Social Science concerns and issues in the Pacific sub-region do not necessarily emphasise the same areas as in Asia. RUSHSAP would like to see more funding being decentralized to help ICPIS off the ground.

D. MOST programme

Three major activities were carried out during the period under review:

Activity 1: Multiculturalism, population and migration

Objectives

- To organise a national workshop to discuss the background paper on "Integrating Migration Education in Social Science Curriculum in Secondary Schools in India"
- To integrate Migration Education into the Social Science curriculum
- To design, print and trial learning materials

Strategies

Three background papers on Migration issues in India, Thailand, Samoa have been completed. The National Council of Educational Research and Training (NCERT) of India, the National University of Samoa on behalf of the Samoan History Association and the Curriculum Development Centre, Department of Curriculum and Instruction Development, Ministry of Education of Thailand have both signed contracts with RUSHRAP related to integrating migration into the curriculum of their education systems.

Impact

The three pilot countries are making progress in their preparations, although at different stages. RUSHSAP has asked for more resources to push the trial phase of this project further in this biennium.

Lessons Learned

The integration of migration education into the secondary schools social science curriculum is seen as a long-term solution to the increasing ethnic-based violence and cultural intolerance sweeping the Asia-Pacific region at present. Migration must be understood from the historical, economic and cultural/ethnic perspective in order for young people to appreciate that it is a natural phenomenon which will continue to accelerate as a result of modernisation and globalisation.

Activity 2. Urban revitalisation and migration

Objectives

- To provide more advanced knowledge and skills for adult migrant slum dwellers in Manila who have already passed primary and secondary school courses through the non-formal mode, to extend their training and re-skilling to tertiary level, to enable them to improve their qualifications to meet job demands in the city
- To promote the formation of women's self-help groups through social mobilisation, through which they could access technical assistance
- To set up a revolving development fund to provide opportunities to generate additional income

Strategies

- The Bureau of Non-formal Education in Philippines signed a contract with RUSHSAP to implement a project on "Alternative learning intervention for the deprived out-of-school youth and adult migrant slum dwellers in selected areas in Manila".
- The Centre on Integrated Rural Development for Asia and the Pacific (CIRDAP) has signed a contract with RUSHSAP to carry out a project in Myanmar based on social mobilisation through capacity building.
- A baseline survey was completed in order to collect socio-economic data of the village in Myanmar, to investigate the socio-economic problems, to

record the actual situation of the village before the project intervention and to compare the results at the end of the project.

- The National Institute for Rural Development (NIRD) has signed a contract with RUSHSAP to carry out a similar project in two villages in India (Andhra Pradesh and Keshampet Mandal in Mahabubnagar District.)

Impact/ Lessons Learned

One of the major objectives of MOST's programmes is to address the concerns and situations of the urban poor. In this context, RUSHSAP's collaboration with the Bureau of Non-formal Education in the Philippines is very worthwhile. One of our aims is to use this project to introduce courses in rural development and agriculture for those who might wish to return to work on land. This is another long-term project and it is too early to make any meaningful evaluation.

Activity 3: Knowledge use – research policy interface

The Malaysian Social Science Association signed a contract with RUSHSAP to organise a series of workshops to advance social science knowledge in Malaysia, through active participation in high quality research and to train and develop a pool of committed young social scientists to be more competent in research. They will be the future critical mass of research expertise for the country. The workshops will be held in February and March 2002, involving young scholars from different universities in Malaysia.

Poverty alleviation

An important activity was undertaken during the period under review:

Activity 1: Urban poor (Capacity building for poor women)

Objectives

- To revive traditional weaving skills to provide further opportunities for poor families, improving their standards of living through the production and sale of traditional handicraft (Laos)
- To create community solidarity and self-reliance among the hill tribe villagers in three provinces, improving their standards of living through the production and sale of handicraft (Thailand)

Strategies

- RUSHSAP, in collaboration with the Lao Women's Union (LWU), organised a workshop on Vocational Training and Weaving Business Activities in Atapeu province, the Lao People's Democratic Republic with 43 participants from four villages in the Samkhixay district. The workshop was held from 22 to 28 August 2000. After the training, all participants received financial support from a revolving fund to buy equipment and materials to run their own weaving business.
- Another project with the same objectives and using the same approach was implemented in Hongsa District, Xayabouly Province.
- Close monitoring and evaluation has been carried out by RUSHSAP and the Lao Women's Union for both projects.
- The Tribal Research Institute in Chiangmai, in close collaboration with RUSHSAP, organised training workshops for three villages in Thailand - Ban Den Yang Moon (Karen), Lamphoone Province; Ban Mae Sawan Noi (Karen), Mae Hong Son Province, and Ban Lao She Koi (Yao), Chiangrai

Province with 61 participants.

Impact/ Lessons Learned
All participants in the Lao project have paid back the loans and another forty-three will be given training opportunities and funding in 2002. This training was very useful because the women combined their indigenous knowledge and skills together with the knowledge from the training and study tours to improve their product quality and style in order to match the market demands.
The projects in Laos and Thailand will be evaluated in their entirety in 2002 with the view to see how effectively these approaches really work (or don't work) as "best practice" models for poverty alleviation. At the next stage, government contribution and help will be sought in national policy formulation for poverty alleviation. Meanwhile, follow-ups will continue, using the same groups as vehicles for the promotion of functional literacy, knowledge of HIV/AIDS, principles of good governance, human rights, etc.

Contributing to the implementation of the Programme of Action on a Culture of Peace

Transdisciplinary Project: Towards a Culture of Peace

Objective
- To raise awareness and build partnerships

Strategies
- Fiji Council of Social Services (FCOSS) in collaboration with RUSHSAP organised workshops for leaders and various community groups and organisations in Fiji to discuss reconciliation strategies in local communities, held in Labasa from 21-23 November 2000 for the rural area and in Suva from 12-13 December 2000 for the urban area.
- In collaboration with the Confederation of St. Gabriel Alumni Association (Thailand) and the Centre for Professional Ethics and Service Learning of Assumption University, RUSHSAP organised film presentations, debates and workshops for high schools students and teachers in Thailand, to further the objective above.
- Workshops with similar objectives have been organised in Lao PDR, Viet Nam and Cambodia as part of this project. These will be completed by the end of March 2002.
- RUSHSAP has supported the Bhutan National Commission to print 8,000 copies of a 2002 calendar to promote the Culture of Peace Programme in Bhutan.

Impact/ Lessons Learned
This project responded to a desperate request from the Fiji Council of Social Services (FCOSS) last year in the middle of a crisis which Fiji is still going through at present. The timing of this was organised so that we could initiate a more long-term project. This we have done through a project on Citizenship Education which is being organised jointly with the Ministry of Education. Achieving a Culture of Peace is long-term and educational programmes are probably the most effective ways of pursuing this.

Achieving the objectives of the Culture of Peace initiative requires projects with both short-term and long-term objectives. RUSHSAP's collaboration with the Confederation of St. Gabriel Alumni Association (Thailand) to promote the Culture of Peace Programme through short-term activities in South East Asia

(Laos, Viet Nam, Cambodia and Thailand), is an example of initiatives with short-term activities.

Production of educational material to raise the profile of a project in the eyes of the public is very important. The initiative in Bhutan is one good example, to promote the Culture of Peace Programme.

Education for All throughout Life

I. Basic Education for All

1.2 Fostering literary and non-formal education among youth and adults

Extending Learning opportunities to the unreached

Activity 1: Special project on Youth

Objectives for Thailand

- To bring the youth of Asia together
- To cultivate awareness through dialogue
- To discuss the importance of the 'family'
- To facilitate a forum for cultural exchange and interaction among the youth of Asia
- To set up a channel to link the students in Asia in order to discuss mutual problems

Objective

- To promote a culture of peace

Strategies

- RUSHSAP collaborated with the Students Council at Assumption University, Thailand to organise the 3rd Asian Youth Forum (AYF) under the theme 'Strengthening the Asian Family' from 21 to 25 May 2001, Bangkok (Thailand). About seventy students from eleven countries attended this conference.
- ESCAP with the assistance from UNESCO/RUSHSAP and other UN agencies, held two conferences in Bangkok, the Asia-Pacific Youth Forum 3-8 June, and the Third Asia-Pacific Intergovernmental Meeting on Human Resources Development for Youth 4-8 June 2001.
- The Thailand National Commission for UNESCO and RUSHSAP organised two days activities in November 2000 for students and teachers on the celebration of the International Year for the Culture of Peace (2000) and the International Decade for a Culture of Peace and Non-Violence for the Children of the World (2001-2010). Drawing and essay competitions were held for students and teachers.

Impact/ Lessons Learned

RUSHSAP has been associated with the Asian Youth Forum (AYF) since it started. We intend to work together with AYF to further our youth programmes and, more importantly, to get to know young people from the region whom we could work together with in the future.

One of the conference outputs from ESCAP-UNESCO/RUSHSAP co-sponsored

meeting was a submission on youth matters from the Asia-Pacific region, for the World conference Against Racism in Durban last year.

The essay competitions to mark and publicise the International Year for the Culture of Peace attracted attention from several schools. These activities should always be part of our programmes because they promote visibility with instant results.

Regional and Subregional Strategies

Asia and the Pacific

Subregional programmes and networks

Activity 1: National plans for human rights education

Objective

- To integrate themes of human rights into the appropriate sections of schools curricula

Strategies

- Human rights components in five courses were developed by The Office of Rajabhat Institutes Council, Ministry of Education (Thailand) and UNESCO. These are currently part of the social science curriculum in the Rajabhat Institutes (Teacher Training Institutes) of which there are 41 in Thailand. Two meetings for curriculum development were also organized. There will be around 5,000 to 6,000 teacher students who will take these five courses for this semester and at least ten Rajabhat Institutes in Thailand will be teaching these courses on a trial basis.
- The Centre for Environment and Development, Chinese Academy of Social Sciences (CASS) together with RUSHSAP organised a 3 days-workshop on how to Improve the Management of China's National Parks in Beijing, in November 2001.

Impact/ Lessons Learned

This activity has started relatively recently. In order for teachers to teach the modules effectively, the first step is to make sure that they are well-equipped in terms of content and methods. Introducing these at the teachers college level is a good and appropriate way to start.

RUSHSAP will implement similar activities in other countries (such as Laos, Burma and Cambodia) using this project as a model.

EXTRA-BUDGETARY PROJECT:

A. Prevention of HIV/AIDS among ethnic minorities of the upper Mekong Region:

Objective

- To prevent the spread of HIV/ AIDS through community based, non-formal and formal education

Strategies

- RASHSAP is the Focal Point for this intersectoral project (Education, Culture

and Social Sciences).

- Our partner for this project, the Chiangrai Provincial Non-Formal Education Centre (CPNFEC), completed phase I of the project and a report on the issues surrounding HIV/AIDS in the hill tribe communities has been submitted to UNESCO.
- The Non-Formal Education Department, Ministry of Education (Thailand) is developing preventive education HIV/AIDS materials as part of phase II of the project.
- The Lao National Commission for UNESCO signed a contract with UNESCO to start a similar project on HIV/AIDS Prevention among Ethnic Minorities of the Upper Mekong Region through Community Based, Non-Formal and Formal Education, in Lao PDR.

Impact/ Lessons Learned

HIV/AIDS projects must be multisectoral, reflecting the reality of the epidemic. There are several issues, mostly at the management and personnel levels, which need to be thrashed out in order for implementation to proceed smoothly in the field. Much has been made of intersectoral and multidisciplinary approaches, but very little has been done to see how it actually works. Intensive discussions on approaches and methods must be included as crucial first steps in implementing these projects. This is a worthwhile project, but too small to make an immediate impact both on HIV/AIDS and intersectorality.

CULTURE

Culture's mandate revolves around promoting cultural creativity and safeguarding the world's heritage.

Its strategy is to pioneer approaches linking cultural heritage conservation to creative enterprises. It is based on local empowerment, public-private partnerships and community-based action for sustainable conservation, stewardship, and management of cultural resources.

During the period under review, Culture undertook a number of major activities. Among them are:

A. Cultural Development: The Heritage and Creativity

Preservation and enhancement of the cultural and natural heritage

Objectives

- Preventive action, by the more effective implementation of existing standard-setting instruments, in particular the 1972 Convention for the Protection of the World Cultural and Natural Heritage, the 1954 Convention for the Protection of Cultural Property in the Event of Armed Conflict.
- Preserving the heritage and improving its management, by training and informing specialists, and by encouraging local communities to take part in protecting and enhancing sites as part of an endogenous strategy for sustainable development;
- Enhancing the value of the intangible heritage as a major source of inspiration for contemporary creativity, priority being given to passing on traditional practices and skills to the younger generations; highlighting the role heritage can play in establishing a culture of peace as a factor in the (re) construction of a shared identity and future.

1. Safeguarding and revitalisation of the tangible and intangible heritage

The implementation of norms and preventive action for the protection of the cultural heritage

Objective

- To ensure the long-term and equitable protection of the cultural heritage of the region, through the application of a common framework of agreed-upon legal principles, mechanisms and practices in which all Asia-Pacific Member States are active and committed participants, and in particular to halt the destruction and expropriation of the region's heritage through natural and human-made disasters such as war and the theft of cultural property

Strategies

- Provision of information, both printed and via training workshops to encourage the adherence to the 1954, 1970, UNIDROIT and Underwater Archaeology Conventions by those Member States which have not yet joined these Conventions
- Assistance to States Parties to develop enabling legislation to implement the provisions of the Conventions
- Use of UNESCO Chairs for the purpose of promoting knowledge of the provisions of the Conventions

- Assistance to States Parties to undertake inventories and culture resource mapping for their heritage assets in line with the expectations of the Conventions and necessary for their implementation
- Establishment of a system for the tracking and reporting of stolen cultural property in the region through the use of the Internet.

Impact

- International, regional and national legal protection against the illicit import, export and transfer of ownership of cultural property reinforced through dissemination of information and awareness raising activities
- Promotion and awareness raised of the new convention on the underwater cultural heritage, with a first regional workshop foreseen for early 2003
- Taken together, activities carried out and assistance provided led to a better understanding among authorities concerned but also to a larger circle of experts and the public

2. Cultural heritage and development

Objectives

- To ensure that the development of the communities and cultures of the Asia-Pacific region is sustainable and appropriate, by providing ways for them to draw upon their rich and diverse heritage through the preservation of the physical heritage and its context and support to the institutions and professionals which/who document, preserve and present this heritage
- To engender a paradigm shift in the culture tourism industry transforming cultural tourism into a tool for heritage conservation and preservation

Strategies

- Assistance to Member States for the integration of heritage preservation activities into national and regional development plans
- Promotion of the continued development of professional expertise in heritage conservation through training partnerships with ICOMOS, ICCROM and ICOM and by promoting and supporting these professional organisations and their activities in the countries of the region
- Project planning and mobilisation of regional resources to undertake new major archaeological sites or historic urban conservation projects in the region where they are identified as needed.
- Development of indicators for measuring negative impact of visitors at heritage sites; development of visitor programmes and guide training specifically geared to teaching about conservation problems and solutions and heritage sites
- Support of local industries linked to tourism

Impact

- The development of professional expertise in heritage conservation through training partnership with ICCROM and through the establishment of an Asian Academy for the Conservation Management of Cultural Sites in Asia
- Projects identified and implemented through mobilisation of regional as well as international resources at My Son, Viet Nam and in the Plain of Jars in Lao PDR
- A set of 4 models for co-operation among stakeholders in tourism development and heritage conservation developed and a network/dialogue

established among conservation and tourism interests in the pilot sites
- All activities initiated and carried out enhanced regional and international networking capabilities in heritage resource management, heritage conservation and cultural tourism and increased support to institutions, professionals and sites.

3. Preservation and revitalisation of the intangible heritage

Objective
- To give the diverse expressions of intangible heritage a continued life in each community and culture of the region to revitalise the physical heritage, encourage its preservation through productive activities and inspire innovation in both the arts and sciences, based on traditional cultural patterns

Strategies
- Assistance to Member States to identify and nominate candidates for both Living Human Treasures and Proclamation of Masterpieces of the Oral Heritage of Humanity, in order to ensure that the cultural achievements of the peoples of Asia and the Pacific are represented
- Assistance to professional organisations active in support of the intangible heritage and its practitioners to create regional networks to share information and techniques
- Support for the creation of CD-Rom based archives recording the expressions of the intangible heritage and traditional knowledge of the region
- Organisation, in partnership with the tourism industry and other stakeholders, of site-based seminars and workshops to examine, develop and pilot the implementation of activities which revitalise the physical heritage of the site by re-infusing the site with its traditional expressions of intangible culture

Impact
- Support in the revitalisation of the physical heritage of the site by re-infusing the site with its traditional expressions of intangible culture
- Actions undertaken and activities carried out enhanced the continued life in communities and cultures in the region of the expressions of intangible culture heritage.

Lessons Learned
The importance of strengthening and enhancing understanding, actions and capabilities that better support the linkage of tangible heritage to intangible heritage, that encourage preservation of both and simultaneously enhance productive activities, income generation and poverty alleviation and inspire innovation.

4. Promotion of the Convention for the Protection of the World Cultural and Natural Heritage

Objective
- To mobilise regional and national support in Asia and the Pacific for the principles and practices enshrined in the 1972 World Heritage Convention in order to ensure that all cultures of the region are represented on the World Heritage List and that adequate political commitment, competent management, financial resources and technical expertise are made available

for the conservation of the World Heritage properties in the region

Strategies

- Assist Member States in preparing management plans for inscribed and tentative list sites
- Develop and provide training in GIS and other advanced culture resource site management tools
- Promote public awareness of and support for protection of World Heritage properties
- Assistance to States Parties in the preparation of representative Tentative Lists
- Advise States Parties on the preparation of nomination dossiers

Impact

- Advice and assistance to Member States for a periodic reporting exercise
- Draft Hoi An Protocols for Best Conservation Practice in Asia
- Technical assistance to Member States / World Heritage sites; Vat Phou, Lao PDR inscribed as World Heritage site
- Conduct of 2 sub-regional workshops under the World Heritage Education Project; workshop report
- All activities carried out and assistance provided served to promote the World Heritage Convention and its principles and practices, including youth.

5. Promotion of Living Culture

Objectives

- To create an environment conducive to the flourishing of creativity with absolute priority given to education, in its broadest sense: art education for children and young people, in formal and informal settings; training young artists through live performances; development of endogenous capacities in teaching copyright and neighbouring rights.
- To give importance to crafts in strategies to alleviate poverty and promote cultural tourism of benefit to local communities.
- To develop the book industry and other cultural industries at the national and regional levels, as essential factor in maintaining cultural diversity; efforts will still be focused on promoting books and reading, but extension of action to other cultural industries, in particular the cinema.

6. Promotion and protection of creativity

Objectives

- To promote creativity and innovation fostering the development of indigenous cultural industries into a major economic sector in the countries of Asia and the Pacific.
- To promote innovation and support artistic production so that creative artists in the societies of Asia and the Pacific can have the opportunity, freedom and means to develop their unique potential as interpreters and arbiters of culture and society

Strategies

- Protection of the rights of regional authors and artists through the promotion of both copyright and traditional practices for the protection of intellectual property; establishment of an information and support regional network of

performing artists and organisations

Impact
- Regional network of performing artists and agencies established (APPAN)
- Through the support for the establishment of APPAN achieved the promotion of a communication network and artistic exchange in the field of performing arts and beyond in the Asia-Pacific region

7. Promotion of craftwork and design

Objective
- To promote and develop the indigenous cultural industries of the Asia-Pacific region as a major economic sector, with particular attention to their employment and poverty-alleviation potential among poor and marginalised groups

Strategies
- Assistance to the professional development, modernisation, macro-management and strategic planning for the cultural industries in the region
- Study the feasibility of providing macro-credit and co-operative marketing assistance for those cultural industries, such as handicrafts, which develop and expand upon indigenous cultural traditions and which offer opportunities for employment and the generation of supplementary income in the most economically vulnerable groups in the society, such as women, ethnic minorities and persons living in rural areas
- Institution, in co-operation with AHPADA, of a regional scheme awarding a UNESCO seal of approval to handicraft production which meets certain set standards of quality, artistry and authenticity

Impact
- Feasibility study for the establishment of small-scale business incubators for cultural industries (ref. Co-operation for Development)
- Successful completion of first round of UNESCO-AHPADA Seal of Excellence, awareness raised in the region
- Through Seal of Excellence, promoted indigenous techniques, knowledge and skills and established standards of quality in one of the key cultural industries of the Asia-Pacific region – handicrafts

8. Books and Cultural Industries

Objectives
- To promote the development of books, handicraft, cinema and all forms of cultural goods and products, so the cultural industries become a major economic force in the Member States of the Asia-Pacific region and an important vehicle for generating employment and reducing poverty, especially among women, indigenous communities and poorer segments of the society
- To promote the articulation of national book policies by countries of the Asia-Pacific region and to support activities to enhance the capacity of the book publishing profession, so that reading is promoted throughout the region, especially among youth

Strategies

- Promotion of the book publishing industry through national strategic planning and improved technical capacities
- Through ACCU/APPREB, assistance to Member States to develop national book policies and to enhance the capacity of the book publishing profession/ industry through the production of prototypes and training courses in book editing, illustration, publication and marketing
- Promotion of the handicraft industry through massive micro-credit and co-operative marketing schemes, together with quality control mechanisms
- Support to the economic viability of the cultural industries in general through lobbying action with regional trade organisations (ref. below: Co-operation for Development)

Impact

- Launch of ACCU/APPREB website
- Enhancement and development of book publishing profession; reading promotion
- In particular through the launch of the APPREB website increased awareness and promotion of reading and assistance to the book publishing industry

9. Co-operation for Development

Assistance in project development: Promotion of Living Culture

Impact

- Feasibility study on small business incubators
- Construction of culture sector programme strategy for Asia-Pacific
- Successful completion of 2001 Heritage Conservation Awards and launch of 2002 Awards
- The Asia-Pacific Heritage Awards are one of the most successful of all regional projects and clearly achieved a grassroots level impact and interest in heritage conservation in the region which is on-going and increasing

B. Transdisciplinary Project -- Towards a Culture of Peace

1. Associated School Project Network

Introduction of the World Heritage Education Resource Kit in the Asia-Pacific region through subregional workshop held in Sukhothai in February 2001. On-going activities under the project, in particular the conduct of a second subregional World Heritage Education Workshop organised in Vigan, Philippines in December 2001 by RACAP in co-operation with the UNESCO National Commission of the Philippines and Vigan City.

2. Encouraging Intercultural Dialogue

The Andaman Sea Project

The project, financed through the Science Sector budget, has been running since 1999, entitled 'the Role of Local Communities in the Management of World Heritage Natural Sites - The Andaman Sea Project', in the western coastal area of Thailand, home of the Chao Lay (or 'sea gypsy') people.

Objectives

- To provide the Chao Lay people with the knowledge, skills and tools necessary to take shared responsibility in the site's management
- To ensure their continued presence in and use of the area

Strategy

Focus is on the park rangers learning to interact and communicate with the indigenous people.

Impact

The project works to safeguard the heritage value of the site through the production of a primer in the original language of the indigenous people for use in elementary schools throughout the region, and to develop tourism potential in a sustainable manner through such projects as traditional local handicrafts training and public awareness campaigns on the Andaman Sea area and its people.

3. Promotion of Cultural Pluralism

Development and Testing of a GIS-Linked Sentinel Surveillance System and Data Base on the Trafficking of Girls and Women in the Upper Mekong Subregion

This project has been developed for and with the UN Inter-Agency Project on Trafficking and is being implemented with UNDP Funds under an Inter-Agency Agreement with UNOPS (216-THA-4072). The pilot phase of the project started in January 2001.

Objective

- To address the issue of cultural vulnerability to develop and test a village-based, GIS-linked sentinel surveillance system and computerised database for tracking and analysing the changing patterns in the trade in girls and women from the Upper Mekong subregion, as this trade flows into Thailand.

Strategy

The project works with numerous NGOs and (UN) agencies.

COMMUNICATION AND INFORMATION (CI)

The mandate of Communication and Information is to promote the free flow of ideas and the universal access to information.

Its strategy focuses on strengthening communication and information capabilities of communities and citizens.

During the period under review, CI undertook a series of activities, including:

1. Media and information for social participation and poverty alleviation

Consolidation of INFOYOUTH Network to mobilise young people

The aim is to produce a CD-ROM in the Republic of Korea on international work camp information within the INFOYOUTH framework. The CD-ROM will contain pictures from international work camps, information on work camps, organisations dealing with work camps etc. The objectives of the project are to provide more systematic and thorough information on work camps around the world, to encourage young people to participate in voluntary work and to actively involve their societies. The CD-ROM was finished by the end of October 2000. No information has yet been volunteered on the CD-ROM's impact.

Building an INFOYOUTH centre catering for the divergent needs of the youth living in the rural and urban areas

Within the INFOYOUTH framework, the focus is on strengthening the Youth Information and Documentation Centre and the Resource Centre for HIV/AIDS Concerned Youth. The objectives are to develop a database to widen the self-employment opportunities for young people, and to reach young people suffering from HIV/AIDS and provide related services (more discreetly) for them. In addition, a database is created using a Foxpro programme in order to collect, sort out and diffuse the necessary information. The database contains a certain number of youth needs (including requirements necessary for HIV/AIDS affected users), which are identified. By conducting field surveys, chief carriers of HIV/AIDS were identified. Provision of knowledge and support services was provided in formal educational institutions. In other places identified as AIDS-prone, the efforts of non-formal education did not receive much immediate support from local people. It takes time and perseverance to gain their confidence. However, posters were hung and free condoms were distributed. In one place, i.e. Pan shops, all truck drivers, fishermen, etc. go to buy cigarettes, nut powder and pan of betel leaves, etc. In the future, the Pan shop may be pursued as the base for new activities.

The impact of the study is that IFHD presence in the field should be limited to only a few focused activities devoted to co-ordination and supervising functions rather than taking up direct activities. In addition, there are sections of population of adults who are not reachable by 'face to face' approaches. In order to reach such target groups, there is a need to develop multi-media teaching-learning packages.

Support to National and Community Media projects

The Royal Nepal Academy of Science and Technology (RONAST) has set up a Science Learning Centre at its premises in Kathmandu. RONAST has, in this context, provided the students with Science Television Programmes. The objectives of the project were:

- To picture different indigenous technologies of Nepal for students in a science television series
- To purchase video equipment
- To cover field and studio expenses for the science series

The impact of the project in Nepal is still to be seen; however, the outputs are several videos on Science which can be utilised in the Science Learning Centre and a report for UNESCO.

Boosting Audiovisual Production and Distribution Capacities of LDC's

Across the globe young people are at the forefront of an information revolution. The rapidly expanding possibilities of the computer age are creating new opportunities to entertain, enlighten and inspire. In fact, the very way people communicate is undergoing a remarkable change. Multimedia technology, which combines traditional tools such as text and still pictures with sound, video, animation and interaction, is creating a new and much more powerful communication experience. UNESCO has provided a handbook about the building blocks and knowledge for young people to design multimedia CD-ROMs To help in the design of a multimedia CD-ROM, the handbook sets out the principles of Mind Mapping. Mind Mapping is already practiced by thousands of people and organisations worldwide – ranging from school children to multinational business empires. This system enables a person to digest large amounts of information almost effortlessly, and then formulate the best way to get this information across to the end users of a multimedia CD-ROM.

The impact of the manual is the interest and work in the production of multimedia CD-ROMs The impact is measured by the number of requests from all over the world for the manual and the letters stating it's usefulness in working with multimedia technology.

2. Public Domain of Information and Memory of the World

Memory of the World Programme

A project was carried out in Lao PDR by the National Film, Archive and Video Centre in Vientiane, from June–September 2000. Within the framework of the MoW programme the objectives were:

- To organise a one week training courses on cataloguing and the use of CDS-ISIS archive database for documentary heritage materials in five provinces;
- To identify and catalogue films/AV materials considered being of national importance as documentary heritage material for Lao PDR;
- To equip the National Film, Archive and Video Centre with a portable computer to be used for courses in the provinces and for indexing of materials;
- To co-ordinate the collection of material with the Department of Archives and

the Lao National Library.

The impact is a group of trained personnel in the provinces, and an inventory of film and AV materials being included in the integrated database of documentary heritage and archival materials.

The South-East Asia Pacific Audio Visual Archive Association (SEAPAVAA) organised a series of training seminars in Indonesia, Malaysia, Papua New Guinea, Philippines, Thailand, Singapore and Viet Nam on the Preservation and Restoration of Video and Audio Tape Materials. The project is financed on a cost-sharing basis between UNESCO, SEAPAVAA and the participating institutions in the above mentioned countries. The objectives of the project are:

- To determine the current problems and concerns experienced by archives with video and audio tape collections and provide expert advice and appropriate recommendations to address the identified problems
- To provide participants with an understanding of the technological and physical problems facing the magnetic collections and recommend directions for development
- To recommend practical workable solutions to video and audio tape preservation and restoration problems as well as methods and techniques to deal with current issues.

The impact is awareness raising in preservation of film and AV materials and common workable solutions to archival problems within the region.

The Thai National Library organised in July 2001 an 8-day training on Preservation and Conservation of Library and Information Materials for Asian Countries. The objectives of the seminar were:

- To plan the preventive and curative conservation
- To provide participants with an understanding of the effects of pollution
- To recommend practical workable solutions to preservation and restoration problems as well as methods and techniques to deal with current issues.

The impact is a group of trained conservation managers in the South-East Asia region, and the start of a preservation network corporation.

Under the auspices of the South-East Asia Audio Visual Archive Association (SEAPAVAA) and hosted by the Fijian Department of Culture and Heritage, a workshop was conducted in October 2001 for participants from 16 Pacific countries on advice and influence on the collection and preservation of the AV heritage in the Pacific region. The purpose of the workshop was to:

- Bring together the key individuals of the Pacific region responsible for audiovisual heritage in order to help establishment -of a professional community and network in the field;
- Develop as comprehensive an overview as possible of the situation of audiovisual archiving, the state of collections, and the skill and resource needs of the Pacific region;
- Share perspectives and information;
- Consider principles and practicalities of collection management in the Pacific environment;

- Establish a frame of reference to assist further development and international connections.

The intended impact is the creation of an effective network of practitioners and officials, within and beyond the Pacific; the creation of a foundational "data base" on collections and their current situation, available facilities and other information; and the establishment of basic guidelines and principles for collection management in the Pacific;

Mahasarakham University in Thailand hosted a seminar on the State of knowledge on palm-leaf manuscripts in Isan (Northeast Thailand, North Cambodia and East Lao PDR) in September 2001. The aims of the seminar were:

- To evaluate the state of knowledge on the palm-leaf manuscripts in Isan
- To encourage the continuation of the studies on palm-leaf manuscripts.
- To provide an opportunity for scholars and those who benefit from the manuscripts to exchange knowledge and experience.
- To seek direction in preserving palm-leaf manuscripts.

The impact is awareness raising and a somewhat diffuse agreement about the necessity for a centre for palm leaf manuscripts where students and lay people can study the contents of the manuscripts and learn the ancient language.

The National Archives of Cambodia (NAC) organised a conservation/ preservation and microfilming workshops in December 2001. The primary aim was to teach basic paper and book repair and preservation principles.

Participants were invited from libraries and documentation centres and spend much of their time on practical experience, repairing newspapers, plans, maps, documents, through traditional paper repairing techniques as well as encapsulation. Theory was passed on during the practical sessions.

The impact is a Khmer language manual for paper repair and conservation which was distributed to all participants along with a small kit for conducting minor repairs.

NACESTID (National Centre for Scientific & Technological Information Documentation) organised a one-week workshop on Preservation of and Access to Southeast Asian Documentary Heritage. The objectives of the seminar were:

- To provide participants with an understanding of preservation, digitisation policies and access strategies
- To suggest practical workable solutions to preservation and restoration problems as well as methods and techniques to deal with current issues
- To present both microfilming and digitisation preservation techniques and to discuss advantages and disadvantages of the various technical methodologies
- To discuss safeguarding of the Asian documentary heritage

NACESTID identify the participants from China, Mongolia, Indonesia, Laos, Malaysia, Thailand, Cambodia and Philippines and invited two foreign lecturers.

The impact of the workshop is awareness raising among the participants about the Memory of the World programme and the International Register.

The South-East Asia Audio Visual Archive Association (SEAPAVAA) has developed first part of a basic manual in 2001 on setting up AV archives which will provide the region a basic reference material on various areas covering a background information relevant to the subject matter. The manual is simple and usable comprising comprehensive sources of information on already written and accepted standards and guidelines relevant to setting up an AV archive, with special emphasis on the AV media, philosophy, ethics, standards and general archive management. The manual will be fully developed in 2002 where it will be produced in CD-ROM and in a hard copy designed to address the needs not only in South-East Asian countries but also in other countries outside of the region. The aim of the manual is to benefit the following target users:

- beginning archives who wants to know what it takes to put one;
- young archives who wants to test its operation against the grid;
- poor archives with little resources who wants to look at alternative approaches in running an AV archives as a strategy for the time being until the ideal conditions could be met.

Further, it is designed to provide the region with a training reference material which will serve as a basic guide on setting up an AV archive. The impact will be issues relevant to the setting up of an AV archives and provision of solutions/recommendations specific to the concerns of individual archives depending on their available resources and concerns.

3. Intersectoral projects: Ethical, legal and socio-cultural challenges of the information society

INFOethics 2000 Asia & Pacific

A meeting on INFOethics in Asia and Pacific was held at the Institute of Scientific and Technical Information of China (ISTIC), Beijing, October 2000. The objectives of the meeting were:

- to stimulate international reflection and debate on the ethical, legal and societal aspects of the information society,
- to gather and disseminate relevant information and data,
- to promote consensus-building on ethical and legal principles applicable in cyberspace,
- to make recommendations to be reflected in the debate and proposal of the international INFOethics 2000 Congress.

The impact is the inputs from the different regions being forwarded to the INFOethics 2000 Congress in Paris, France. In addition the results can guide the Member States when they are formulating policies on the application of ICTs, not only by considering the technological and economical aspects but to focus on educational, cultural, social, and ethical issues as well; the latter are often neglected which in a long run can only widen the digital division instead of narrowing it.

Perspectives of Internet content in Asia and Pacific

A survey was carried out on Perspectives of Asia Pacific on 'Acceptable' or 'Desirable' Internet content in 2001. The main objective was that the position of the relevant nations can be ascertained on the issue of "acceptable" or "desirable" Internet content. This is more so as the different nations of Asia Pacific have different national perspectives, cultures, thought processes and varying ethos, which get reflected, in their national laws. After the examination of the existing national Asia Pacific cyberlaws, the study embarked on the task of examining the stand of other countries in the Asia Pacific region which have not yet enacted cyberlaws specifically aimed at regulating the activities in cyberspace. Such countries are till date following their existing laws and trying to interpret them loosely and widely in the context of the emerging legal issues concerning content in cyberspace. The study aimed to list the important countries in Asia Pacific that have enacted relevant laws including media laws which can be interpreted to have a direct bearing upon the issue of "acceptable" or "desirable" internet content.

The impact is that detailed guidelines relating to 'acceptable' or 'desirable' content need to be drawn up by UNESCO for acting as guiding principles for nations in Asia Pacific for enacting Cyberlaws in this direction; and that a detailed comprehensive survey and study on the different media laws passed by different countries of Asia Pacific needs to be commissioned.

4. Integrated information and informatics strategies and methodologies

Enhancing information management/resource sharing

The Centre of Scientific and Technological Information (CSTI), Ulaanbaatar, Mongolia organised the 12th ASTINFO Consultative meeting & Regional Seminar/Workshop in September 2000. The objectives of the meetings were

- To provide points for assessing the development of the different countries' national information infrastructures and services in S&T;
- To focus on library and information operations in S&T within the ASTINFO countries;
- To report on projects on S&T which the ASTINFO institution has carried out;
- To give a status report on the ICT development in the countries form S&T;
- To discus and obtain some very realistic recommendations for UNESCO's future work in the Asia & Pacific Region within S&T

The impact is the report of the 12th ASTINFO Consultative meeting in hard cover and electronic form including a plan of activities for year 2001-02. The meeting recommended strategies for the reduction of economic obstacles to information technologies and services e.g. the development of a kind of consortia for subscribing to electronic databases for S&T.

Information for All

NACESTID (National Centre for Scientific & Technological Information Documentation) hosted a first working group meeting in Hanoi, Viet Nam from 12th – 15th March 2001 on the amalgamation of the three information and informatics network in the region. The objectives of the meeting were:

- To discuss a possible updated and expanded network, comprising ASTINFO and the two Informatics networks RINESAP and RINSCA based on the new programme Information for All (IFA).
- To discuss about the content of the "new" network, which will basically focus on the use of ICT's within the IFA framework.
- To discuss a joint meeting with representatives from the RINSEAP and RINSCA networks.

The impact is that the working group supported the proposal that a joint meeting of ASTINFO, RINSEAP and RINSCA representatives is held after the UNESCO General Conference.

The UNESCO Working Group Meeting hosted by New Delhi office was held 3-5 December 2001, New Delhi, India. The aim of the meeting was to merge the networks ASTINFO, RINSEAP and RINSCA

The objectives of the meeting were:

- To develop a regional strategy
- To implement regional flagships
- To discuss the content of a new network within the Information for All (IFA) programme
- To determine new objectives for the network
- To decide on the network structure

The participants worked on a regional strategy and after agreeing on the 3 main strategic thrusts and 12 strategic objectives, flagship projects were discussed and established. After considerable discussion as to whether the merger of the three networks were a foregone conclusion, or whether there was an option, it was formally put to the vote. The merger was affirmed by all, with one abstaining. A number of names were suggested and "ASIA Pacific Information Network" APIN was adopted as the new name by an overwhelming majority. All members agreed upon the need for a constitution and it was agreed that a group comprising 1 member from each of the 3 previous networks would review the constitution and then it would be circulated to all members.

The impact of the new network is still to be seen.

Development of a network web site

The Institute of Scientific & Technical Information of China (ISTIC), Beijing, generates and hosts the network web site according to directions given by the consultative meeting in Mongolia. The web site will change after the meeting in December 2001 in New Delhi, the new name, objectives and activities of the network APIN will be changed accordingly. The web site will contain links to all network member states, the Newsletter, and UNESCO Bangkok and HQ web pages. It will include network activities undertaken and anticipated, news provided by members and/or the adviser for communication and information and any other activity deemed relevant for the members. The impact of the web site is still to be seen.

Study on distance education for archives and records management

The Pacific Regional Branch of the International Council on Archives (PARBICA) developed a programme proposal on distance education for archives late in 2001. PARBICA required the expert assistance of a professional in archives and records education. The terms of reference for the proposed project work were the following: In order to proceed with development of archives, records and information management programme at the University of the South Pacific (USP), PARBICA was identifying individuals to conduct initial programme development in the following areas:

- Report to PARBICA on requirements in the Pacific region and recommended course of action; and
- Proposal to USP for approval of development of new programme.
- To support the decision-making the PARBICA Bureau required a report which included:
- Brief analysis of education requirements in the Pacific region
- Evaluation of suitability of USP as host institution for new programme
- Estimated time-frame and costs to write curriculum for programme at USP

The impact is still to be seen. However, the future steps are to provide a revision of the proposal which will be followed by approval by the Board of Studies, the proposal would then be submitted to the Senate of the University. Next PARBICA and USP will proceed finding additional funds for the distance education course.

Study on the opportunities of co-operation in the Digital Library area

A feasibility study was conducted on the opportunities of co-operation between the Institute of Scientific and Technical Information of China (ISTIC) and the Technical Knowledge Centre of Denmark (DTV) and UNESCO Bangkok in the Digital Library area. The study addressed the following questions: Ownership rights and availability for export and/or Internet access; Data sharing; System needs and preferences of ISTIC; Applicability of the system and experiences conducted at DTV; Technical and intellectual property rights involved in exploiting existing systems and the co-developing of new systems.

- The impact is that the architectural model for ISTIC lends itself very well to wider exploitation in organizations with different preferences with regard to web services as well as to database and retrieval technology. The modular design indicates one may chose freely between the various database services which may be of interest. The layered design point towards the software of the retrieval layer may be exchanged without affecting the other layers. For example, instead of the Trip retrieval software (as chosen by ISTIC) one may chose free retrieval software, such as Zebra, which DTV normally integrates in its solutions. It is still not fully understood to what extent the Asian character sets will pose challenges in the transfer of the technology. But it is believed that once the systems run well in China, there will be little problems in handling the other Asian character sets.

Conference on Asian Digital Libraries (ICADL)

The fourth ICADL in India followed the tradition of the previous ICADLs. The theme of the Conference was Digital Libraries: Dynamic Landscape for Knowledge Creation, Dissemination and Management. The scope of ICADL

encompassed the full range of digital library research and practice including but not limited to information systems of all levels of digital content and granularity, means and techniques of selecting, collecting, organising and distributing digital content; all manner of document genres and electronic publishing; searching and finding information; diverse techniques of system design, development, and implementation, interface design, hyper text/hyper media, metadata, resource discovery and federated search.
The impact of the conference will be matters relevant for Digital Libraries and the World Summit on the Information Society especially issues in Asia.

Study on the use of Internet resources

A study examining the use of Internet resources and the evaluation of its usefulness from the perspectives of students and academics in China was conducted by Peking University. The questionnaires were distributed at Peking University, ISTIC and Information Centre of Hang Zhou City and 706 valid samples were collected. The data were analyzed according to the background of the Internet users; the state-of-the-art of using Internet; The Internet information seeking behaviour; the users' evaluation of Internet resources and they expectation to future Internet services. The study found that those who have higher educational degrees tend to spend more time on Internet and give higher scale to the usefulness of Internet resources. Although Internet searching is the prior part in obtaining information, other traditional or informal methods are also being used. As a supplement to other information resources, many respondents agree that Internet is helpful in narrowing the knowledge gap between the developed and the developing world. In spite of its richness and higher speed, accuracy and authority seem to be the most important factors when users judge the quality of Internet.

The impact of the study is that more specialised information filtering and navigation services are required, that further studies on information behavior is needed, and that it is essential to target groups in rich and poor regions.

A manual for a Multipurpose Community Telecentre (MCT)
The manual "Ten Steps" for establishing a sustainable Multipurpose Community Telecentre (MCT) is intended to assist communities to 'walk through' the basic requirements which need to be addressed when setting out to open and operate a successful MCT. It is a generic process only. Each community will need to adapt the steps provided to comply with the legal requirements of their country and the programme and service needs of each individual community. The objectives of the project are to describe how:

- To develop a basic MCT
- To structure the content in the manual
- To decide on the amount of information and the links for the subject
- To decide on the number and choice of illustrations in corporation with UNESCO Bangkok

The manuscript is to be printed and distributed before an impact can be measured.

Pilot project on MCTs

A pilot project developing two WARINTEKs (the Indonesian name for Multipurpose Community Telecentre (MCT)) in Sumatra, Indonesia was establish as a joint partnership programme between UNESCO, the Office of the Ministry of State for Research and Technology (KMNRT) and the local/district Government, where the latter provides the locationps, staff salaries, a budget for telecommunication and maintenance; KMNRT develoed local databases; and UNESCO provided each WARINTEK with equipment (hard- and software) and training of staff members. The WARINTEKs are open to the public and offered systematic training and skills development in computer literacy. The objectives of the WARINTEK were:

- To access information especially for women and youth
- To develop training courses for women and youth interested in information management
- To make government services and information accessible to a wider audience through electronic means
- To find and retrieve Internet information on virtually any topic including Indonesian Web sites
- To help the development of local economic and job creation by linking communities to the Internet
- To provide local women entrepreneurs an opportunity to present their products on the Internet by establishing a home page

The impact of the pilot project is to empower community members by providing training and access on ICT.

Pilot Study for identifying community information needs

A pilot study for identifying community information needs of selected communities was conducted in Klang Valley, Malaysia. As a public service institution a National Library has a social obligation and responsibility to provide services relevant to the needs of the community. This is particularly true for migrant's areas like the selected Klang Valley communities which are not adequately served by public libraries and which have the largest groups of rural migrants. In order to provide services relevant to the day-to-day information needs of the community, the provision of Community Information Services for Klang Valley, is essential. The Objectives of the project were:

- To construct the profile of the information needs of a sample population in the communities identified;
- To use findings of survey as a basis for the establishment of a Community Information Services scheduled to be implemented by mid 2002.
  The impact of the study is still to be seen.

Training of trainers' course in WINISIS

Asian Institute of Technology (AIT), Bangkok, Thailand organised in November 2001 the local part of a training of trainers' course on WINISIS in library and information science for 16 participants from Asia Pacific. The focus was to bring the participants to an equal level relating to the knowledge and skills needed to fully utilise the latest version of the software. The objectives of the course were:

- To provide the trainers with the latest knowledge and skills needed to fully

utilise the latest version of the software
- To develop further WINISIS and WebISIS
- To enhance the knowledge of WINISIS in creating and maintaining databases according to the need of the institutions
- To provide an understanding of the different services that can be provided to the users by the newest version of the software

The impact of the training is a group of trained managers in the region, and the start of a WINISIS network corporation.

5. Libraries and archives as gateways to information highways

Training of trainers' course to test the JFIT modules on ICT

UNESCO and the Japanese Fund in Trust have developed two modules of a training package on ICT in libraries for countries in the Asia & Pacific Region. The package was tested in Jakarta, Indonesia 2001. The chosen participants were librarians or information workers lacking the knowledge and the skill in library automation and ICT in general. It was important that the target group was carefully selected as the course functioned as a "test bed" for further module development. The courses were designed to train information personnel who would later become trainers in their respective countries.

The impact of the course was a study including an analysis of the manuals and the materials for the teachers and the students. The study was presented at a Japanese-Funds-in-Trust (JFIT) meeting which lead to the production of six training modules on ICT.

Training package for undergraduate and postgraduate

STEA Lao 2000. The aim was to organise a training of trainers' course which can be utilised as a model in application of ICT (Information, Communication and Technology) in library and information science. The participants will form a sustainable training group helping to provide future training for library staff in Lao PDR. The objectives of the course are

- to update the ICT knowledge of the library and information staff,
- to provide an understanding of the different services that can be provided to the users.

The course covered user assessment needs, ICT, general library and information science in an electronic library, introduction to Internet, and training in the use of WINISIS.

The impact of the project is the improved knowledge and understanding of ICT in library work especially the use of Internet, and the training in WINISIS.

Cataloging of electronic resources

In co-operation with Asian Institute of Technology (AIT) UNESCO consultants designed and conducted the module on "Cataloging of Electronic Resources" which was carried out in Thailand in August 2000 for 22 Asian participants. The objectives of the course were:

- To provide the knowledge and skills necessary to use the internet and search the WWW for relevant information
- To evaluate and select electronic resources
- To apply new approaches to describe electronic resources and catalog them
- To organize and provide access to electronic resources

The impact is a group of trained librarians in the Asia region.

Training of Communication Professionals and Networking of Communication Training

A five-day Training Workshop on ICT Application for Asia and the Pacific was organized in the Philippines in association with UNESCO Apia office. The training provided the participants insights on the activities involved in electronic information services development and administration. Participants were trained on how to use web development tools and concert information to digital format. The training also introduced the basics of designing, configuring, organizing and managing active web server components for Internet access.

The impact of the training is a manual and hands-out provided to the participants. Furthermore the participants are able to convert information to digital format, evaluate web information content and identify information needs, and apply practical ways of searching information.
Workshop on a Marketing Campaign for UNESCO's Network for Associated Libraries (UNAL)

A subregional workshop on defining advocacy for UNAL in Asia incorporating the changes and challenges posed by ICT was organised in Malaysia for 30 participants from Asia. The objectives of the workshop were:

- To highlight the role of ICT and its application in library development
- To identify the impact and challenges of ICT to public libraries and school libraries of Southeast Asian countries
- To promote and support the activities of UNAL

The papers on advocacy focused on the importance of the marketing services provided by libraries. It was further elaborated by talking on the principles and concepts of marketing and the "Marketing Mix", outlined strategies for pro-active marketing and the need for a continuous change in meeting the changing demands of library users. As advocacy is a recent issue to be discussed within libraries much energy was employed in the debate about how to implement and tackle marketing especially when ICT was involved.

The impact of the workshop is an appeal to public libraries to be proactive and aggressive in marketing their services and in changing the mindset of the policy makers and the public regarding libraries and reading.

Online Learning Centre for Women and the use of ICT in Asia and the Pacific

A new hub for cyber learning entitled "Online Learning Centre for Women (OLC)" has been established in Seoul, Republic of Korea as a corporation between UNESCO, the Asian Pacific Women's Information Network Centre (APWINC) and the Association for Progressive Communications Women's Networking Support Programme (APCWNSP). The purpose of OLC is to promote gender

equity by means of computer use in the knowledge-based information society. In its first phase of operations, OLC aims at facilitating the development of women and ICT communities. OLC is made of various workspaces representing autonomous groups (publishing teams, project collaborators, trainers and trainees, etc) within a collaborative environment The workspaces, private or public or a combination of both, are interfaced by a web-based tool, or templates.

The impact is that a second phase of OLC has been launched by APWINC and the APCWNSP with support of the Korean Ministry of Gender Equality (MOGE). This phase of the project is aimed at developing contents for women IT trainers utilising the workspaces of the OLC system. This initiative is considered to be the first step towards developing gender-sensitive ICT contents and enhancing the development of women and ICT communities in the region.

6. Extra-Budgetary Projects

Nepal National Library Reorganisation Project in support of promotion of literacy

The project aims to reorganise the Nepal National Library, train and upgrade the skills of the staff at all levels, improve the facilities and collection by essential setting up adequate central service, providing the service to the general public in Kathmandu, setting up four pilot branch libraries in different development regions of the country, with a view to developing a model for a public library system and community centers to service the village population, and promoting the publishing of Nepali literature by encouraging writers, publishers and printers.

Specific projects have concentrated on training where two senior librarians have obtained a BA at Tribuvan University, Kathmandu and a MA in New Delhi, India. A national Seminar on Information and Communication Technologies for National Development has been conducted for library officials in Nepal and in November 2001 a training of trainer's course on WINISIS was organised and hosted for 20 participants at the Nepal National Library. The lessons for the future is beyond UNESCO's control as it has to do with very frequent turnover of the government personnel which causes significant delays in implementation.

Japanese-Funds-in-Trust (JFIT) Project to Develop modules for the training package on library automation/ICT for developing countries

The aim of the programme was for experts from the university domain to discuss and develop a training package on ICT for developing countries. The complete course consists of six modules and the aims and objectives of these modules were discussed at the JFIT and UNESCO's Experts Meeting on The Finalisation of a Training Package on Library Automation for Developing Countries in February 2001 in Hua Hin, Thailand. The immediate follow-up was the development, testing and evaluation of the two first modules. The testing was done in Indonesia and the review of the test results were discussed at the meeting. The authors and the editor of the package: "ICT for Library and Information Professionals (ICTLIP): training package for Developing Countries" were chosen and they are to present the modules 2002. The main result of the project was achieved; however, the impact of the project is still too recent to judge as the final result is expected late in 2002.

II. Support Services

The support services of the Bureau are provided by four inter-related Units, namely: the Information Programme Services (IPS), Office of Public Information, Publications and Printing Unit and the Administrative and Finance Unit.

Information Programmes and Services

The mandate of IPS is to ensure greater utilisation of information by those who formulate policies and plans, and implement programmes in order to achieve UNESCO's mission and goals in its field of competence.

Its strategy is to serve as a gateway to information resources on education, science and social sciences, culture, and communication and information.

Greater use of information for planning, formulation of policies and programme implementation

During the period under review, IPS has implemented an action plan that provided a wide ranging type of information services:

- *Enquiry and reference service including information/literature searching.* This responds to requests for information and materials by carrying out literature searches and preparing bibliographies or packages of photocopies arising from these searches from bibliographic database, electronic virtual library, Webcast, portals, electronic articles and electronic publications.
- *Current awareness service.* IPS proactively alerts the users of current materials and information recently added in the collection and electronic databases through its Accessions List_(quarterly listing of books and periodicals); Electronic Current Awareness Articles (announces to the users through emails current periodical titles of interest); Search of the Month (a web-based bibliographic listing of titles on specific topics of interest); and Webcast (a listing of websites grouped by topics of interest).
- *Provision of a one-stop shop* of electronic and digitized knowledge resources. This is carried out through IPS Website which facilitates access to users a wealth of bibliographic, full text, statistical databases, electronic books, and a virtual library of references
- *Reviewing, synthesising and repackaging of technical information.* The aim is to translate technical information into more readable and usable formats/ presentations, (especially in the area of use of ICT, population education and adolescent reproductive health), such as bulletin, newsletters, case studies, handbooks, research briefs, packages, catalogues, directories, etc.
- *Training and attachment programmes.* The focus of this capacity building initiative is on basic library systems and services, information repackaging, desktop publishing and use of information and communication technology (ICT) in information services
- *Provision of information support and technical advice.* Central to this is the application of ICT to specific projects/activities of UNESCO, Bangkok and field offices upon request
- *Provision of technical and advisory services.* This is provided either through missions or correspondences and electronic consultations to build national capacity in operating information systems and services
- *Promotion and distribution of UNESCO publications.* This includes electronic access to their electronic versions through ordering publications online as well as access to selected electronic books

- *Undertaking advocacy, promotion, and marketing of IPS information resources and services.* This is carried out though briefing and demonstration, exhibitions, displays and sales of publications

Impact
The information resources, services and products provided by the IPS programme has generally resulted in raising greater awareness of the wealth of information that can be accessed by UNESCO staff and country users from these sources, as well as increased, quicker and greater retrieval and use of information in support of UNESCO programmes and activities in the region, thereby contributing towards the achievement of the goals and objectives of UNESCO.

Feedback letters, emails, reports and records in the circulation desk have shown the following specific impact:

- Information provided to users in the countries had been used for various purposes, ranging from research and general studies, project writing, for conference and meetings, for exhibition, to updating their organisations' reference collections. Some 42 member countries from Asia-Pacific and other parts of the world were served with information and materials in response to their requests dealing with a variety of issues ranging from general information about UNESCO, cultural heritage, HIV/AIDS, science and technology, Internet and ICT, demographic statistics on education, vocational and technical education, community development, student enrolment projection, schools and standards, authentic curriculum and authentic learning, teacher's problems, educational reform, educational statistics for selected countries, non-formal education, etc.
- Improved information-based planning and programme/activity implementation dealing with various areas by UNESCO Bangkok staff resulted from the use of information and services of IPS. In-house use of information showed 10 professional staff regularly using the information resources and services of IPS for their activities in higher education; girls' education and gender; migration and youth; educational statistics and management information systems; technical and vocational education; educational innovations; social and human sciences. The uses ranged from project writing, paper writing, website development, exhibitions, reference, mission preparation, updating of personal knowledge, etc.
- Quicker, faster, easier and timelier access to knowledge/information in electronic forms by the users has been promoted through the UNESCO Bangkok Website. Usage statistics have shown an increase of visits by 33 percent from 2000 to 2001, specifically from 100,183 to 149,841. Increase in number of countries visiting has also shown great improvements from 100 to over 150 countries visiting the Website. Impact in the use of the Website can be gleaned from the following feedback:

    - Availability of information in one-stop information site promotes quicker access and prevents wastage of navigation time and effort among users
    - Faster and more efficient access to electronic information on the Internet.
    - Networking and knowledge sharing facilitated through linking of each others' websites
    - UNESCO publications made accessible on the Internet in electronic

formats; saves reproduction and mailing costs
- Best practices, lessons learned, and latest trends and developments in various UNESCO topics of interest collected and made accessible through the site
- Good remarks about the website such as: comprehensive, many useful links, looks great, well-organised and compact information; well-designed site; will provide good examples to web designers in Central Asia
- Virtual Library innovative and successful in compiling information from many sources into one location
- Online bibliographic database very rich in content and useful
- Specific uses of information such as use of information from the World Data on Education link; information provides updates on UNESCO activities; virtual library useful for research on education; website useful for NGOs involved in EFA activities

- Analysed, selected and synthesized information products had made information more suitable, usable and supportive of clients' activities and needs. Users had benefited from the publications they have received from UNESCO. IPS distributed during the reporting period a total of 83,200 copies of publications which had been used for exhibitions, fairs, conferences, to update and expand national documentation centres and libraries, for university teaching and studies and individual use. Scattered information reviewed, analysed, selected and repackaged into more readable and usable formats had contributed to more successful programme/activity planning and implementation. The IPS INFOSHARE Bulletin was seen to be a very informative and valuable document and useful to their work by sharing best practices in the use of ICT in education.
- Timely use of information into clients' work has been achieved through the Electronic Current Awareness Articles and the Electronic announcements. (These services proactively alert the staff from UNESCO HQ, Bangkok, field offices, National Commissions, Ministries of Education, UN agencies in Thailand, other selected field offices, and selected Documentation Centres with electronic periodical/journal articles of current interest, latest information updates on the Website, latest ebooks, etc.) The 25 email messages and 39 email messages alerting the users of latest information and electronic articles (the service started only in 2001) received the following feedback:

  - Remarks ranging from "very good to excellent service" "innovative service" and "congratulations on the dynamism and competence of PROAP team"
  - Service facilitates access to a wealth of information
  - Information in electronic formats reached the users faster and more effectively
  - Pledge of intentions to contribute to the announcements
  - Information and articles found useful
  - Information worth forwarding to others who will also find them useful
  - Requested for further details about the articles as well as hard copy
  - Titles of electronic articles well selected, concise and useful
  - Electronic articles have updated and deepened knowledge of users

- Capacity of member countries developed and upgraded in basic library services, computerization of information systems and services, information

repackaging and desktop publishing through IPS' training and attachment programmes
- Greater awareness of IPS knowledge resources increased leading to greater use through numerous briefings, lectures and user orientations/training on the existence of the knowledge resources and how to use it.

Lessons Learned
- More proactive information service enhances greater utilization of information
- Sending very regular announcements on information updates and new resources promotes greater awareness and use of information
- Quicker processing and response to requests for information contributes to more timely use of information in various activities by users
- Analysing, reviewing, synthesizing and repackaging technical information contributes to more readable and usable information that leads to greater and more concrete use of information
- Regular updating and expanding of the contents of the UNESCO website contributes to increase in access, visit and hits of the website. More and more users are accessing the UNESCO Website for information rather than through library visits, correspondence and telephone calls.
- Attention should still be given to timely acquisition of books, periodicals and journals for users who prefer to use hard copies of information instead of the electronic and digitized versions.
- More efficient management of website can contribute to greater access and use of information.
- Information sharing and networking can be facilitated if more efforts should be given to building and upgrading national capacity in information services and systems especially in the use of ICT.
- More briefing and orientations to users of the information resources and services of IPS can promote greater use.

Adolescent Reproductive Health Information Compilation, Repackaging and Dissemination (RAS/00/P04)

This is an activity supported by the United Nations Population Fund and implemented by IPS. Its focus is on information dissemination to provide information assistance to adolescents and youth on reproductive health.

Objectives
This project component is one of the five outputs (output 5) specified in the Sub-programme Area: Population Advocacy, aimed at disseminating the outputs generated from regional and interregional projects dealing with reproductive health, population and development and advocacy.

- To collect, process, repackage and disseminate adolescent reproductive health information with the aim of increasing national political, administrative and community support for the implementation of population and adolescent reproductive health policies and programmes
- To help to generate a body of knowledge/resources for the use of programmes at the national, sub-regional and regional levels
- To utilize a wide range of traditional and modern media for this purpose, including publications in print format and Web-based electronic publications

Strategies

- Strengthening a system of production and dissemination of publications and packages - To strengthen a regional dissemination system, UNESCO will compile relevant information as they become available from major research activities and materials of Advocacy, Reproductive Health and Population and Development interregional and regional programmes as well as UNFPA-funded country projects; their packaging/repackaging in support of policy formulation as well as for the advocacy activities aimed at mass media networks, religious institutions, parliamentarians and decision makers at the country level. In light of advances in communication and information technology, there will be a shift of emphasis from print media to electronic media in order to take advantage of the Internet websites, CD-ROM and electronic networks. Many outputs on different topics will be generated from these regional and interregional projects but this project will only use those dealing with adolescent reproductive health and population education.
- *Dissemination and utilization of best practices and innovative/successful strategies on various aspects of adolescent reproductive and sexual health* – To achieve this, UNESCO will gather and analyze these best practices and strategies through research which will result in a series of monographs and booklets on various aspects such as peer counseling and education, sexuality education in schools, provision of health care in schools, setting up of youth friendly centers in entertainment complexes, etc.
- *Capacity-building at the national level on information management, including packaging/repackaging of information.* To achieve this, UNESCO will undertake technical mission to the countries, advice through correspondence and participation in training courses organized by ESCAP as well as organization of attachment programmes in response to request from countries. The UNESCO Regional Clearing House has a comparative advantage and has found a niche in information repackaging training and will continue to employ these strengths and services to serve the Member States.

Impact

- A number of countries have reported having been guided by the experiences, innovative IEC and advocacy strategies and best practices collected and synthesized from 14 countries in the region in promoting messages dealing with adolescent reproductive and sexual health; in designing their projects; and in developing IEC materials.
- Policy formulation, programme planning and implementation on ARH had been improved as a result of receiving and using various publications (case studies, packages of life skills lessons, adolescence education newsletter, etc.) from the Regional Clearing House, more specifically in undertaking various training programmes; in improving sexuality education, teacher and peer counseling and peer education; for teaching in population education course in university; in designing an adolescent reproductive health project; in providing guidelines to programme implementation; in preparing package of materials on advocacy in reproductive health and in writing of module on population and sustainable development; in training staff in report writing; for use in conferences and training programmes; and the like. Many organizations such as Save the Children Fund, Population Reference Bureau, and UNFPA field offices in Lao PDR, Tunisia, Beijing, Hanoi, UNICEF Hanoi, UNESCO Cambodia, education ministries in Maldives, Nepal and India requested for additional copies ranging from 10 to 20 copies

to distribute further to their branches.

- Information and materials provided to UNFPA, UNESCO and other UN organisations have contributed in the planning and implementation of their respective programmes and activities. For example, UNFPA CST had used the materials given them to prepare the background paper for their Parliamentarian workshop on domestic violence; for preparing survey on ARH projects in East and South-east Asia; for undertaking missions to countries to provide technical backstopping to adolescent reproductive health programmes, and for preparing papers and designing projects. UNFPA New York has also used the case studies for measuring impact of advocacy and for updating their technical report on male involvement; for providing references on their project on family planning for illiterates (UNFPA, Manila); for preparing and carrying out their training courses on behaviour communication change (UNFPA, Hanoi); in preparing project on population and development planning (Mongolia); for background paper on early marriage and reproductive health and for preparing a project on secondary education and education of adolescents (UNESCO HQ); for setting up a documentation centre on HIV/AIDS (UNESCO, Cambodia) for training on adolescent counseling (UNFPA Cambodia); in developing training curriculum on integration of population component into socio-economic planning (UNFPA, Mongolia).
- National capacity has been strengthened as a result of training courses on information repackaging and desktop publishing. For example, Mongolia's repackaged products (fact sheets, wall charts and census report) improved as a result of the national training course; Lao PDR improved their youth newsletter and produced more attractive publications; and Viet Nam repackaged their Reproductive Health and Population Strategies into more readable and usable fact sheets and a booklet.
- National libraries, documentation and information centres had become more modernized and upgraded in their information resources and services/ systems, and their collections updated and expanded. For example, libraries in Bangladesh had been given the tool for computerizing their bibliographic database; librarians from Lao PDR, Bhutan, and Thailand had been trained on basic library skills. Collections of universities, UNFPA field offices, ministries of education, women, youth, health, social welfare, population, etc. in Bangladesh Cambodia, Fiji, India, Indonesia, Lao PDR, Malaysia, Maldives, Mongolia, Pakistan, Philippines, Tanzania, Thailand, Uzbekistan, and Vietnam had been updated and expanded as a result of book donation and acquisition.
- The ARH website has been visited by 6,133 visitors for the last two years which contributed to raising better awareness on its information resources and sharing and use by the users. Feedback on the ARH website included the following:

  - Excellent and impressive
  - Incredibly useful for doing research
  - UNFPA New York stated that is was a useful website and has been used for the new publication on Partnership and link wit the Progress page of their website
  - UNESCO HQ said the website is exhaustive and well documented
  - Many organisations found it useful to link the ARH website to their websites (Harvard School of Public Health, Department of Population and international Health, POPNET, EC/UNFPA Asia Initiatives, Johns

Hopkins University, Reproductive Health Online, Center of Studies in Demographic Ecology, University of Washington, UNFPA, New York, Royal Tropical Institute, German Foundation for World Population, American Medical Association, POPIN,

- The 23 email announcements sent 10,224 messages of latest news and updates from the ARH Website to 650 addresses who gave the following feedback:

  - Shared the news with other organisations
  - Generated further enquiries for more details on specific news and announcements of activities of countries
  - Downloaded the information and shared further to network members
  - Generated news contributions from the countries

- Stronger and more systematic networking and information sharing had resulted from closer collaboration and proactive identification of and linking with partners. These include UNFPA CST, ESCAP, JOICFP, EC/UNFPA, POPIN. The ARH website and other information products had also been posted on the UNFPA population and reproductive health website under sustainable development gateway

Lessons Learned

- More proactive information services through email-based announcements undertaken on a regular basis contributes to greater visits and access to information resources on ARH Website
- More efforts in promoting, advocating and publicizing the ARH Website, publications as well as resources and services should be undertaken if ARH information utilization is to be maximized by clientele in the region
- Regular networking and proactive website linking with other related agencies promotes better advocacy and publicity of ARH information resources and result in multiplier effects
- Focused identification of target clientele and updating of email addresses on this focused group guides in streamlining message development, repackaging and dissemination
- When scattered and technical information is compiled, synthesized and repackaged into more readable and usable formats, the use of information is likely to go higher
- Carrying out training courses that respond to immediate needs of countries result in the use of knowledge and skills learned in their respective work

PUBLIC INFORMATION

The mandate of the Office of Public Information is to enhance UNESCO's image and presence in the Asia-Pacific region.

Enhancing UNESCO's image and presence in the Asia-Pacific region

Its strategy is to raise the profile of UNESCO's activities and achievements, especially as they relate to priority concerns in Asia and the Pacific.
Activities include information and public awareness campaigns on prominent aspects of UNESCO programmes and major initiatives undertaken in collaboration with United Nations agencies and other partners by:

- Disseminating accurate and effective information about UNESCO's mission and activities throughout the region
- Advocating UNESCO positions through print and broadcasting media
- Developing and distributing promotional and advocacy materials
- Organising special events and exhibitions in the fields of education, natural and social sciences, culture, and communication

Asia-Pacific Conference on EFA 2000 Assessment

- A one-day Media Roundtable was held on the 16th of January 2000, prior to the inauguration of the Asia-Pacific conference on EFA 2000 Assessment. The theme of the Media Round Table was "Making the Grade in Education". The invitees include journalists from each of the four sub-regions who attended both the Media Roundtable and the Regional Conference (January 17-20 January 2000). The roundtable was organized in collaboration with UNIS-ESCAP and Inter Press Service.
- Panel discussion was held at the Foreign Correspondents Club of Thailand on the 12th of January 2000. The theme of the panel discussion was "Educating Asia: Women and Poor Out in the Cold". Speakers were from UNESCO, UNICEF and the Women Thai Group of Thailand.
- A press conference was held right after the closing ceremony of Asia Pacific Conference on EFA 2000 Assessment. UNESCO Director-General also gave an interview with the representatives of the regional press on UNESCO's vision in promoting EFA.

International Literacy Day

- Her Royal Highness Princess Galyani Vadhana presided over the Inauguration ceremony of the International Literacy Day on the 8th of September 2000 at Fashion Island Plaza, Bangkok. Mr Zhou, Nan-zhou, Director, a.i. read the message of the Director-General of UNESCO, Mr Koichiro Matsuura on the occasion of the International Day.
- SEA Correspondent of the British Broadcasting Corporation (BBC) interviewed Mr John Middelborg, Specialist in Basic Education of UNESCO Bangkok on the celebration of International Literacy Day. The interviewed was broadcasted world-wide.
- OPI issued a press release for the International Day. The message of the Director-General of UNESCO and the article were published in the local newspaper; "the Bangkok Post" and "the Nation" on 8 September 2000.

World Aids Day

- UNESCO participated in the World Aids Day observance at the Thai Red Cross Aids Research Centre on the 1st of December 2000.
- Her Royal Highness Princess Soamsawali presided over the ceremony. Mr.A.H.A. Hakeem, Co-ordinator of APPEAL, presented the "Training of Teachers Manual on Preventive Education Against HIV/AIDS in the School Setting" and Country Studies and Lessons Learned to H.R.H.
- Mrs. Lucille Gregorio, Chief, a.i. Office of Public Information briefed to H.R.H UNESCO's projects on preventive education against HIV/AIDS in Asia and the Pacific.
- UNESCO's exhibition was broadcasted on all the local channels during the evening news hour on World Aids Day.
- OPI produced posters in collaboration with the AIDS Division, the Ministry of Public Health, Thailand to support World Aids Day Campaign.

International Women's Day

- Mr Malama Meleisea, Regional Adviser for Social and Human Sciences in Asia and the Pacific, UNESCO Bangkok, gave a presentation on "Gender and Peace:Issues of Structural Inequality" on the observance of the International Women's Day at the United Nations Conference Centre, ESCAP on 8 March 2001.
- OPI participated in the exhibition to promote UNESCO's programmes and activities. The theme of the exhibition was "Women and Peace".
- The event was broadcasted through TV channel 9 during the evening news hour on 8 March 01.
- OPI issued a press release on this occasion. The article was published in the local daily newspaper "The Nation".

The launching of the "Educational Development Project for Thai Hill Tribe children and youth in Omkoi district, Chiang Mai, as initiated by H.R.H Princess Maha Chakri Sirindhorn

- UNESCO organised a press conference in Bangkok office on 2 October 2001 to brief journalists on the educational development project for Thai hill tribe children and youth in Omkoi district, Chieng Mai.

- The press conference received media coverage via the following channels: TV broadcasting via channel 11; radio broadcasting through the Radio Thailand; print media through "The Daily News" and electronic mail through the Foreign Correspondent Club of Thailand.

The United Nations Day

- Launching of the colouring book "The United Nations in Our Daily Live"on 24 October 2001. Mr Kim Hak-Su, Executive Secretary of ESCAP presented the colouring book to H.E. Surakiat Sathirathai, Minister of Foreign Affairs of Thailand on the UN Day at the United Nations Conference Centre, ESCAP. OPI assisted in the Thai translation of a 70-page colouring book about the work of UN agencies and institutions.

Other activities

- This office regularly issued press releases on UNESCO activities.
- UNESCO has worked in close collaboration with the UN system in particular for the UN Day, World Water Day, International Women's Day and International Peace Day.
- Press kits on major conferences were widely distributed.
- The office produces campaign posters.
- OPI regularly organized radio interviews on UNESCO's programmes and activities.

Impact

- Public and civil society participation
- Awareness raising and networking
- Development of mutual working relations with the professional media

Lessons Learned

- More efforts should be undertaken in establishing and promoting UNESCO as a reliable source of useful information in the eyes of the media and through it, of the public.
- Regular networking with the media and other related agencies promote greater awareness raising and public participation.

PUBLICATIONS AND PRINTING

Publicising the activities of the Bureau

The mandate of the Publications and Printing Unit is to publicise the activities of the office through the publications it produces. The publications do not only reflect the activities of the office, but also serve to project UNESCO's role, facilitate programme implementation, and promote the co-operation in the region.

The Publications and Printing Unit's strategy is to expedite dissemination of information through the preparation and printing of reports on various topics, meetings, manuals, resource books, research monographs and preparation and printing of brochures, posters, invitation cards, certificates and presentation materials. For large meetings, publications services are provided on site upon request. Other strategies include:

- Internal book preparation, layout formatting, and printing of all office publications, and reproduction. Subcontracting to outside companies is another strategy that is used by the Unit.
- Advisory services in publishing, printing and promotion of UNESCO publications are occasionally provided to Member States upon request.

During the period under review, the Publications and Printing Unit has undertaken the following activities:

2000 Main Publications

1. Semi-Annual Report, July-December 1999. 150 p. (150 copies).
2. Semi-Annual Report, January-June 2000. 139 p. (150 copies).
3. UNDP/MYA/96/004, Terminal Report, Improving Access of Children, Women and Men of Poorest Communities to Primary Education for All (PEFA). Report prepared for the Government of the Union of Myanmar by UNESCO acting as Executing Agency for UNDP. 33 p. (50 copies).
   EFA 2000 Assessment Reports and Conference Documents:
4. Asia-Pacific Conference on Education for All 2000 Assessment, Bangkok, Thailand, 17-20 January 2000, Conference Report. 167 p. (500 copies).
5. A Synthesis Report of Education for All 2000 Assessment for the Asia-Pacific Region. 72 p. (500 copies).
6. Support for Education for All 2000 Assessment (TA No. RETA 5841 REG), Final Report, June 2000, prepared by UNESCO PROAP for the Asian Development Bank. 31 p. (200 copies).
7. A Synthesis Report of Education for All 2000 Assessment in the East and South East Asia Sub-Region. 68 p. [re-run] (200 copies).
8. A Synthesis Report of Education for All 2000 Assessment in the Trans-Caucasus and Central Asia. 57 p. [re-run] (200 copies).
9. A Synthesis Report of Education for All 2000 Assessment in the south and West Asia Sub-Region. 64 p. [re-run] (200 copies).
10. A Synthesis Report of Education for All 2000 Assessment in the Pacific Sub-Region. 69 p. (50 copies).
11. Education for All 2000 Assessment, Country Report: Bangladesh. 67 p. (100 copies).
12. Education for All 2000 Assessment, Country Report: Cambodia. 105 p. (100 copies).
13. Education for All 2000 Assessment, Country Report: LAO PDR. 63 p. (100 copies).

14. Education for All 2000 Assessment, Country Report: Nepal. 58 p. (100 copies).
15. Education for All 2000 Assessment, Country Report: Pakistan. 93 p. (100 copies).
16. Education for All 2000 Assessment, Country Report: Solomon Island. 25 p. (100 copies).
17. Education for All 2000 Assessment, Country Report: Viet Nam. 52 p. (100 copies).

Asia and the Pacific Programme of Educational Innovation for Development (APEID)

18. Higher Education in Cambodia: the Social and Educational Context for Reconstruction, edited by David Sloper. 339 p. (1,000 copies).
19. Strengthening Values Education: Innovative Approaches to Teacher Education for Peace and International Understanding, 25-29 September 2000, Prashanti Nilayam, Puttaparthi, Andra Pradesh, India. (Brochure). 4 p. (2,000 copies).
20. ACEID News, No. 46, 2000. 20 p. (2,000 copies).
21. ACEID News, No. 47, 2000. 20 p. (750 copies).
22. The Sixth UNESCO-ACEID International Conference on Education, Information Technologies in Educational Innovation for Development: Interfacting Global and Indigenous Knowledge, 12-15 December 2000, Bangkok (Brochure). 4 p. (5,000 copies).

Asia-Pacific Programme of Education for All (APPEAL)

23. 1999 ARTC Technical Meeting: Joint Research on Innovative Approaches of Basic Education and Lifelong Learning in Asia-Pacific Region. Seoul, Republic of Korea, 6-10 September 1999, Final Report. 59 p. (300 copies).
24. First Regional Workshop on the Promotion of Basic Education for Children with Special Needs, 15-19 November 1999, Bangkok, Thailand, Final Report. 39 p. (250 copies).
25. School for Life and Community, Case Study: Payao Province, Thailand. 12 p. (500 copies).
26. APPEAL Bulletin, July 2000, Volume 7, Number 1. 12 p. (1,000 copies).

Planning and Sector Analysis (PSA)

27. Primary Schools Infrastructure and Facilities Database: Case Studies of Bangladesh, China, India and Nepal. 54 p. (100 copies).
28. Education for all Furniture (Educational Buildings Occasional Paper No. 10). 75 p. (500 copies).

Regional Clearing House on Population Education and Communication (RECHPEC)

29. Population Education Accessions List, September-December 1999. 99 p. (1,450 copies).
30. Population Education Accessions List, January-April 2000. 106 p. (1,500 copies).

During the second half of 2000, the following publications were published:

Asia and the Pacific Programme of Educational Innovation for Development (APEID)

31. The Regional Convention on the Recognition of Studies, Diplomas and

Degrees in Higher Education in Asia and the Pacific; adopted at the International Conference of States, Bangkok, 12-16 December 1983, 49 p. [re-run] (400 copies).

32. Report of the Fifth UNESCO-ACEID International Conference on Education. Reforming Learning Curriculum and Pedagogy: Innovative Visions for the New Century, Bangkok, Thailand, 13-16 December 1999. 133 p. (500 copies).

Asia-Pacific Programme of Education for All (APPEAL)

33. Report of the Experts Meeting on Building National Capacities for Quality Improvement of Primary Schools, Kunming, China, 22-26 November 1999. 50 p. (200 copies).
34. Literacy Brings Empowerment. Poster for International Literacy Day, 8 September 2000. (2,000 copies).
35. Monitoring and Evaluation of Literacy and Continuing Education Programmes: Practitioners' Manual (re-run). 112 p. (1,000 copies).
36. Guidebook for the Development of a Literacy Programme based on ATLP, Vol. 1, 101 p. (1,000 copies).
37. Second Regional Workshop on the Promotion of Basic Education for Children with Special Needs. 54 p. (50 copies).

Regional Clearing House on Population Education and Communication (RECHPEC)

38. Case Study, Cambodia: Communication and Advocacy Strategies Adolescent Reproductive and Sexual Health by Laddaporn Ampornsuwanna. 37 p. (1,300 copies).
39. Case Study, China, People's Republic of: Communication and Advocacy Strategies Adolescent Reproductive and Sexual Health by Jiangping Sun. 26 p. (1,300 copies).
40. Case Study, India,: Communication and Advocacy Strategies Adolescent Reproductive and Sexual Health by R.C. Sharma. 34 p. (1,300 copies).
41. Case Study, Lao PDR: Communication and Advocacy Strategies Adolescent Reproductive and Sexual Health by Dr. Saysavanh Ngonvonrarath. 23 p. (1,300 copies).
42. Case Study, Maldives: Communication and Advocacy Strategies Adolescent Reproductive and Sexual Health by Fathimath Shafeeqa. 29 p. (1,300 copies).
43. Case Study, Nepal: Communication and Advocacy Strategies Adolescent Reproductive and Sexual Health by National Resource Centre for Non-formal Education (NRC-NFE). 30 p. (1,300 copies).

44. Case Study, Vietnam: Communication and Advocacy Strategies Adolescent Reproductive and Sexual Health by Quan Le Nga. 36 p. (1,300 copies).

Main 2001 Publications

Asia and the Pacific Programme of Educational Innovation for Development (APEID)

45. The Regional Convention on the Recognition of Studies, Diplomas and Degrees in Higher Education in Asia and the Pacific, Sixth Session of the Regional Committee, 10 November 2000, Bangkok, Thailand. 92 p. (300 copies).
46. The 7th Annual UNESCO-ACEID International Conference on Education.

Using ICT for Quality Teaching, Learning and Effective Management (Brochure), 11-14 December 2001, Bangkok, Thailand. 4 p. (7,000 copies).

47. ACEID News, No. 48, 2001. 12 p. (1,000 copies).
48. International Forum on Quality Education: Policy-Making, Research and Innovative Practices for quality Improvement in Education, 12-15 June 2001 (Brochure), Beijing, China. 4 p. (100 copies).
49. Snapshots of Primary and Secondary Education in Asia-Pacific (Educational Innovation for Development 1). 73 p. (3,000 copies).

Asia-Pacific Programme of Education for All (APPEAL)

50. APPEAL Bulletin, January 2001, Volume 8, Number 1. 16 p. (500 copies).
51. The Training of Trainers Manual for Promoting Scientific and Technological Literacy (STL) for All. A Collaborative Project of International Council of Associations for Science Education (ICASE), SEAMEO-RECSAM and UNESCO PROAP. 121 p. (500 copies).
52. Regional Workshop on Functional Literacy for Indigenous Peoples, Final Report. 24-29 October 2000, Kunming, Yunnan, People's Republic of China. 124 p. (200 copies).
53. Asia-Pacific Regional Forum for Lifelong Learning, 8-13 September 2001, Chiang Mai, Thailand (Brochure). 2 p. (1,000 copies).
54. CLC Regional Activity Report (1999-2000). 106 p. (1,000 copies).
55. APPEAL Bulletin, June 2001, Vol. 8, Number 2. 16 p. (1,000 copies).
56. Handbook on Effective Implementation of Continuing Education at the Grassroots. 197 p. (1,000 copies).
57. Training Manual for Local Government Representatives in Non-Formal Education. 215 p. (1,000 copies).
58. Final Report (of the) Technical Workshop on Basic Education and Lifelong Learning for Gender Equality through CLCs, Jayagiri-Bandung, Indonesia, 28-31 March 2001. 63 p. (200 copies).

Regional Advisor for Culture in Asia and the Pacific (CULTURE)

59. World Heritage in Young Southeast Asian Hands. Report of the Workshop on the Introduction and Evaluation of the UNESCO World Heritage Education Kit, 13-20 February 2000, Sukhothai, Thailand. 72 p. (1,000 copies).

Planning and Sector Analysis (PSA)

60. Short Training course on Analytical Tools for Educational Planning and Management (Brochure). 2 p. (500 copies).
61. Directory of Scholarships and Grants for Students and Researchers in Asia and the Pacific, Second Edition, 1v (various pagings). (500 copies).

Regional Clearing House on Population Education and Communication (RECHPEC)

62. Communication and Advocacy Strategies Adolescent Reproductive and Sexual Health. Booklet 1: Demographic Profile. 32 p. (1,000 copies).
63. Communication and Advocacy Strategies Adolescent Reproductive and Sexual Health. Booklet 2: Advocacy and IEC Programmes and Strategies. 35 p. (1,000 copies).
64. Communication and Advocacy Strategies Adolescent Reproductive and Sexual Health. Booklet 3: Lessons Learned and Guidelines.. 35 p. (1,000 copies).

65. Adolescence Education Newsletter, Vol. 4, No. 1, June 2001. 28 p. (2,500 copies).
66. Adolescence Education Newsletter, Vol. 4, No. 2, December 2001. 24 p. (2,500 copies).

Impact

During the biennial it produced various documents. Some of these were distributed in the Region and beyond; while others were vital inputs to seminars, meetings, conferences, workshops. These had a big impact on programme implementation and on beneficiary groups and other readers.

Lessons Learned

Publications were of varying quality because there were no editorial and quality control services. The flow of work and decisions on sub-contracting tended to be haphazard. There is no full-time person to look after the management of the Unit. Its production is constrained by the presence of old equipment especially for printing, leading to delays in completing jobs, low quality finish, and the use of outside printers. The Publishing and Printing Unit is inadequately funded.

ADMINISTRATION AND FINANCE

Provision of support to other offices

The mandate of the Administration and Finance Unit is to play a supportive role in financial and administrative management of the resources decentralised to the UNESCO Bureau in Bangkok.

Its strategy is assist and advise the Director, the Chiefs of Units and the programme specialists in the preparation and execution of UNESCO's programmes through:

- Participation in the discussions and decisions on all matters in which assistance may be required, particularly in all budgetary, administrative and personnel matters
- Ensuring that programme implementation under the regular and extra-budgetary programmes is in accordance with the administrative procedures of the Organization and decisions of the Director-General
- Co-ordinating the final preparation of documents such as the biennial programme and budget and annual workplans.

During the period under review, the Administrative and Finance Unit carried out the following activities in support of other Offices:

During the period of this report, the Administrative and Finance Office provided assistance to other UNESCO offices in the region. In 2000, training on administrative and financial rules and regulations was provided for the administrative and professional staff of the UNESCO Offices in Vietnam, Bangladesh and Cambodia. Assistance was also provided to other offices in the region through e-mail, faxes or telephone.

The Administrative and Finance Unit of UNESCO Bangkok is very grateful for the financial support it has been receiving from BRX/DFC, to train and assist colleagues of other UNESCO Offices in the Asia-Pacific Region. This exercise also contributes to improving cooperation among UNESCO field offices in the region. In this regard, it is suggested that UNESCO consider organising regional meetings of administrative officers, to share experiences and harmonise practice. We would be pleased to submit a proposal in this regard.

Objectives

- To train the staff of the UNESCO Hanoi office regarding administrative and financial procedures of the organisation.
- To train the staff of the Dhaka office on budgetary, administrative and financial procedures and practices.
- To analyse the financial accounts of the office with a view to detecting the problem(s) and cause(s) of the difficulties that the Administration and Finance Section was experiencing with the field accounting programme.
- To discuss and evaluate the programme and activities of the International Research and Training Centre for Rural Education (INRULED), Baoding, China.
- To participate at the meeting of the UNESCO Institute for Statistics, Paris to discuss/ solve pending administrative/ budgetary and financial matters with concerned colleagues at HQ.
- To identify areas in which common services could be shared to derive better efficiency and effectiveness.

- To bring together administrative managers for the agencies of the UN working in Thailand for more effective use of resources and also to look into the security situation in Thailand.
- To improve communication links with HQs and upgrade the office administration system in Bangkok.
- To facilitate the task of the Director and staff in Bangkok UNESCO and ensure close monitoring of both regular and extra-budgetary activities.
- To ensue greater cooperation by means of sharing information on on-going programmes and major activities in the Bangkok office.
- To improve the understanding of Administrative and Personnel Officers of the region of the rules and UN HQs expectations related to a variety of issues affecting the salaries of local staff.

Strategies

- Undertook a series of missions to the relevant field offices of UNESCO in Hanoi, Dhaka and Phnom Penh, as well as to Manila, Beijing and Paris.
- Organised UN inter-agency meetings in Bangkok
- Upgraded Information Technology in the Bangkok office by improving the Internet service in terms of speed and ease of access, implementing a local e-mail server, designing an integrated monitoring programme to prepare budgets, print forms, maintain staff records etc and update software and hardware on staff computers.
- Held monthly and bi-weekly meetings in the office.

Impact

- The staff members of the Hanoi office are now more familiar with essential rules and regulations related to the obligation of funds.
- Problems in Phnom Penh office were identified, and the staff involved in the field accounting programme were recommended to come to UNESCO, Bangkok for 3-4 days for further briefing and additional training.
- Administration and Personnel Officers in the region were briefed about issues relating to the salaries of local staff.
- Comprehensive training sessions held in Beijing with the staff of the Centre of Educational Research, appraised the participants on the organizational, administrative and financial mechanisms of UNESCO in general, and the monitoring and evaluation mechanisms in particular.
- The meetings in Bangkok led to an agreement by the UN agencies to share security services under the leadership of the UN Economic and Social Commission for Asia and the Pacific (ESCAP).
- ICT in the Bangkok office was thoroughly upgraded to improve efficiency and effectiveness.

Lessons Learned

- The need to link UNESCO Hanoi with the mainframe in Paris.
- For effective financial control and effective administration in field offices it is imperative that all offices have a head as well as a professional administrative officer. For the case of UNESCO, Dhaka and other one-man offices, serious consideration should be given to appointing at least an NPO, or National Professional Officer who could be given authority to act as certifying officer.
- The inter-agency Cost of Living Committee strongly recommended ESCAP to request ICSC to conduct a new place-to-place survey for Thailand, in light of the .development of the Thai economy

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